

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation East Allen County Schools Corp. Number 0255

School Name Prince Chapman Academy School Number 0303

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |
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A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-Poverty, High-Performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for **2008-2009**. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://mustang.doe.state.in.us/AP/ayppress.cfm>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

<i>Example: LEP</i>	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	58.8%	140	High	Medium - majority of students are from high poverty families
Black	63.8%	112	High – 15 points below state average	High – from high poverty families
Free Lunch	60.9%	98	High – 20 points below state average	High – from high poverty families
Special Education	89.5%	34	High – 27.5 points below state average	High – Multiple disabilities require extensive resources which are not adequate to address the severity of disabilities.

Mathematics

Met AYP in Mathematics. Therefore, no need to provide data in this section.

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school."</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<p>RESPONSE:</p>	
<p>English / Language Arts (Overall): 58.8% of our students did not pass the English / Language Arts (Overall) portion of ISTEP+ and 58.8% of our students did not pass the vocabulary and reading comprehension strand of the ISTEP+</p> <ul style="list-style-type: none"> ○ 6th grade: 53.3% <u>did not pass</u> ISTEP+ "language conventions" strand ○ 7th grade: 64% <u>did not pass</u> ISTEP+ "nonfiction / information text" strand ○ 8th grade: 63% <u>did not pass</u> ISTEP+ "language conventions" strand <ul style="list-style-type: none"> ▪ English / Language Arts (African American): <ul style="list-style-type: none"> ○ 63.8% <u>did not pass</u> ISTEP+ E/LA ▪ English / Language Arts (Free / Reduced): <ul style="list-style-type: none"> ○ 60.9% <u>did not pass</u> ISTEP+ E/LA ▪ English / Language Arts (Special Education): <ul style="list-style-type: none"> ○ 89.5% <u>did not pass</u> ISTEP+ E/LA 	<p>We believe there are several root causes for these findings, including:</p> <ul style="list-style-type: none"> ▪ There is no clear understanding of how teachers may use a variety of data sources to plan lessons taking into consideration students' individual learning needs. ▪ There is no clear understanding of how teachers may target instruction to those individual student learning needs. ▪ Accountability procedures for staff and students are not adequate. ▪ We do not have a written curriculum. ▪ Only a limited number of our teachers have received training to focus instruction on engaging learners. ▪ Professional development is currently not job-embedded nor is it directly linked to improved instructional practice with the goal of increasing student achievement. <p>Because of the above-listed root causes of our persistently low-achieving status, it is evident that students do not receive the level of effective and engaging instruction necessary to become proficient in English / Language Arts skills to a point of mastery.</p>

Student Leading Indicators

➤ Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	66,066	65,340
2. Dropout rate*	n/a <i>However, fully 33% of our students have already been identified as “at-risk” of not successfully completing high school (IN-DOE data).</i>	
3. Student attendance rate*	95.9%	96.3%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A	N/A
5. Discipline incidents*	1,394	1,225
6. Truants* Unexcused absences	880 1.16%	765 .91%
7. Distribution of teachers by performance level on LEA’s teacher evaluation system Evaluation A = 1 st and 2 nd year teachers; teachers new to EACS; or teachers in the Assistance Phase Evaluation B =3 rd and 4 th year teachers; teachers new to EACS with 2 or more years of prior teaching experience; or teachers recommended for Plan B by their administrator Evaluation C = Occurs at least once every three years / self-evaluation for professional growth. Teachers may have up to two years to complete their plan	20%=A 28%= B 32%= C	14%=A 33%= B 53%= C
8. Teacher attendance rate	91%	91%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms.”</p>
<p>RESPONSE:</p> <p>NUMBER OF MINUTES IN INSTRUCTIONAL DAY HAVE DECREASED: The number of minutes of instruction for students has decreased by 726 minutes or 12 hours per school year from the past school year to the current school year.</p>	
	<ul style="list-style-type: none"> ▪ The decrease in instructional time is something that we can quantify. The root cause for the decrease in the number of student instructional minutes this school year was a direct result of a district-wide initiative to synchronize the length of the school day in all school buildings. This was unfortunate because instead of decreasing the number of instructional minutes in a day, students who are not succeeding need to have an increased number of instructional minutes in their educational day. ▪ Research by Laura Harris on increasing learning opportunities for students states: “Expanded learning opportunities (ELOs), which include afterschool, summer learning, and extended day and extended year programs, can help states reduce dropout rates and increase graduation rates. Effective elementary, middle, and high school ELOs support academic rigor, boost student engagement, and provide students with supportive relationships. High-quality ELOs can also help combat the effects of poverty on students’ academic achievement by providing programs and services including tutoring, homework help, life skills and job training, and enrichment opportunities in music, sports, and the arts. Expanding access to high-quality ELOs can be a key state strategy to stem the tide of students leaving school before graduation. This issue brief offers strategies that ensure ELOs are an effective part of a state’s larger dropout prevention strategy. Governors who pursue these strategies as part of an ambitious dropout prevention agenda can expect to see not only fewer high school dropouts, but also more engaged students who are better prepared for work and life beyond school.” <p>SOLUTION: With your support, through this grant award, we will increase the instructional day. The EAEA</p>

	<p>(Teachers' Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming. (See attached letter from Teacher Union President, Greg Geise).</p>
<p>STUDENT DISCIPLINE ISSUES / INCREASING POSITIVE STUDENT BEHAVIOR:</p> <ul style="list-style-type: none"> ▪ The number of discipline incidents averages seven (7) students per day ▪ Disaggregating the discipline data reveals that 8% of the student population is responsible for 48% of the suspensions. 	<ul style="list-style-type: none"> ▪ Discipline system (EACS Student Code of Conduct) is punitive and has not substantially reduced the number of discipline referrals. ▪ There appears to be an inconsistency in the application of the school rules across grade levels and for individual students. In addition, students do not have a full understanding of the Code of Conduct and its consequences. ▪ The findings revealed that 8% of the student population was disaggregated by the district in the spring of 2009. Specific and individual supports and interventions for this targeted population have not been implemented. <p>SOLUTION: We need to utilize scientifically-based research / proven strategies that are culturally-sensitive to help students improve behavior so that our school climate is one that is conducive to learning for ALL students. This will be accomplished through the use of:</p> <ul style="list-style-type: none"> ▪ Positive Behavior Intervention Strategies (PBIS) ▪ Restorative Justice model ▪ Family Group Decision Making (FGDM) model ▪ Response to Intervention (RtI) model
<p>NOT ENOUGH COLLABORATION TIME: There is a lack of teaming. Most teachers work individually and in isolation.</p>	<ul style="list-style-type: none"> ▪ A 30-minute session is available four times per month and dedicated to collaboration time (District provided). This is a time when students are dismissed one-half hour early (every Wednesday) and teachers conduct either grade level collaboration time, staff development time, department meetings or staff meetings, based upon what is needed in the school. Our proposed program will provide additional structure to the collaboration time for teachers and will be led by our transformational building principal. ▪ Lack of time and ability to analyze data keeps teachers from utilizing differentiation and establishing an individual student learning plan which is the goal of the transformational model – that each student is known and known well. <p>SOLUTION: We will have additional opportunities for teachers to collaborate during our common planning period.</p>

<p>PRINCIPAL / BUILDING LEADERSHIP: According to staff, the new principal leadership has been great. The principal began serving at PCA in SY2009/2010</p>	<ul style="list-style-type: none"> Principal involves appropriate staff members in decisions, when appropriate. <p>SOLUTION: Required replacement of principal.</p>
<p>PROFESSIONAL DEVELOPMENT / DATA UTILIZATION:</p> <ul style="list-style-type: none"> Differentiation of data is not utilized by many teachers. Much progress has been made in the use of technology in the past year and this progress needs to continue. 	<ul style="list-style-type: none"> Lack of time and ability to analyze data keeps teachers from utilizing differentiation. New technology was acquired and installed in our building through the PATINS grant. A staff member was trained on the appropriate use of this technology and currently helps teachers use this and other technology. Unfortunately, due to dramatic budget cuts, without your support of this 1003g grant, this individual will no longer be available to work with teachers. This support needs to continue. <p>SOLUTION: Results-based professional development through the Leadership and Learning Group (headed by Douglas Reeves) will be provided so that teachers know how to analyze data and disaggregate data. This training will be job-embedded and on-going throughout the school year (following initial training during the summer of 2010). Attached in the appendix is definitive data on the results produced in this state from this professional development (white papers - Elkhart Public Schools, etc.). For a comprehensive description of this integral part of our professional development, we request that you please also refer to the attached professional development calendar (developed by representatives at the district level with input from several individuals) as well as the three-year professional development calendar which we are attaching to this application. The three-year calendar contains our proposed professional development provided through this 1003g award. Without your support, we will likely only be able to implement these trainings in a very slow manner as we would need to rely upon our Title I funding.</p>

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.			X		3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school				X	4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X				5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.			X		1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.			X		4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.		X			6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.	X				7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X	X		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work.
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X	X		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children. 3. Does not include use of advisory groups to build student-adult relationships	X	X	X		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.			X		1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools? <i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels." <i>Appropriate example:</i> "We only teach flags, festivals and foods with our students; we don't really get into the students' different cultures. "	What is at the "root" of the findings? What is the underlying cause? <i>Appropriate example</i> "We don't know how to align our curriculum across grade levels." <i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."
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According to the responses that our Team provided on the high-performing schools survey (see responses above), it is apparent that the following areas comprise our critical areas for transformation. These areas will lead us to successfully transforming our school in the form of every individual student succeeding to their highest potential and mastering skills to become a productive member of society in this 21st Century environment.

Principal Leadership / Union Support: <ul style="list-style-type: none"> At present, our principal does utilize various forms of leadership teams and fosters teachers' development as leaders. At present, our principal must accept teachers based on seniority / other union agreements rather than 	<ul style="list-style-type: none"> The current principal is a highly effective leader according to the results of the high-performing schools survey. Her staff states that she is a good listener, she builds consensus, she works to develop teachers and staff to put their best efforts forward on a daily basis, she does not request teachers or staff to do anything that she would not be comfortable doing, and, most importantly, she leads by her example of excellence. At present, the Teacher Contract binds us to certain evaluative measures for teachers. The need was evident that we transform our current evaluation tool and we have selected the Indiana Teacher Evaluation (Rubric #7) for use. The EAEA (Teachers'
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on their effectiveness in the classroom.	Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming. See the attached letter from our Teacher Union President (Greg Geise). Specific details on how we will evaluate teachers are contained within section E of this application.
Instruction / Curriculum: <ul style="list-style-type: none"> Decreased student instructional time is not benefiting our students or our staff. Curriculum is (basically) non-existent. It is neither rigorous nor demanding. It is not aligned across grade levels. 	<ul style="list-style-type: none"> The need for additional learning and instructional time with students is a substantial part of our school's current low-performance. Our proposed transformational programming through this grant would provide the time for schedules and strategies to be aligned to provide increased learning time for students. A dedicated 90-minute block for Language Arts and reading will be implemented in the Fall of 2010, as required by our newly-written district curriculum (see below). Up until this school year, we did not have a written curriculum. This is a major issue that leads to severe instructional problems. This issue was addressed by our new Superintendent and a written curriculum has been developed by our teachers for Grades K-8 (English / Language Arts) and Grades K-6 (Math) and will be in place for implementation beginning this school year (SY2010/11). During the summer of 2010, teachers and leaders will receive training on the written curriculum and how to implement it with fidelity.
Data / Professional Development: <ul style="list-style-type: none"> Our data is not regularly used by teachers. Our teachers do not routinely disaggregate data. Data is not used to determine appropriate instructional strategies – i.e. to drive instruction based upon individual student needs. 	<ul style="list-style-type: none"> With the development and implementation of our new written curriculum (see bulleted item above), we will have the opportunity for teachers to teach from a written curriculum that is aligned to the State's standards. In addition, the teachers will be trained on how to disaggregate data and to utilize and to share appropriate instructional strategies. Teachers do not know how to use data to drive instruction. Now that we will have a written curriculum, we will employ instructional coaches (we will use BASIC Title I LEA District Improvement funds) to implement the curriculum with fidelity and to model effective teaching strategies directly related to the data to lead to success for our students.
Family / Parents / Community: <ul style="list-style-type: none"> Parents / Guardians are not engaged in the educational lives of 	<ul style="list-style-type: none"> Our students' families are poor (with over 80% eligible for the Federal free/reduced lunch program). Our parents / guardians do, however, care deeply about the success of their children. We will continue to engage parents / guardians and provide

<p>their children.</p> <ul style="list-style-type: none"> Community members are not engaged in the lives of our students. 	<p>avenues for parents to take an active role in the educational lives of their children. This will be accomplished, in large part, by the Parent Academy that we will establish with this program (more details below). This Parent Academy will be based upon the work of Victoria Purcell-Gates. Purcell-Gates is nationally-recognized for her work with social domains, family literacy and community literacy. (Please refer to the attached bibliography citations for Barbara Guzzetti and G. Ragusa who have explored Purcell-Gates' work extensively.)</p> <ul style="list-style-type: none"> Community members are not engaged and we must engage them to provide a support system for students as well as parents and guardians. The Partnership League, the community component of our proposed programming herein, has been developed as a way to encourage community partners to share in the educational lives of our students and to begin to build those critical adult – child relationships. Additional details about the full scope of what we propose through our Partnership League are provided in Section D of this application.
<p>Cultural Competency:</p> <ul style="list-style-type: none"> 58% of our students are black or multi-racial and 33% of our students are Hispanic, Asian or other minority populations. Due to a reconfiguration in our district of our ESL program, our school will soon have approximately 30% of students identified as ESL. The majority of these students are Burmese refugees who have never (or rarely) been in an educational environment and who are illiterate in their own language (both written and verbal) as are their parents. 	<ul style="list-style-type: none"> Parents are often overwhelmed and may feel uncomfortable about coming to school (based upon prior experiences and / or a feeling of inadequacy). The need for additional understanding on the part of our teachers and staff to learn about cultural differences and the importance of differentiated learning is absolutely critical to our success. We will ramp up the training we have begun with the National Urban Alliance (more details follow in section D) to address these concerns and increase the knowledge of our teachers related to cultural issues. The District has dedicated a director for English Language Learners as well as numerous Burmese translators and other supports with the expectation that our ELL students will be proficient over the next three years. The ELL Department will be one that can be replicated by other districts who want to establish a successful ELL program.

B. Selection of School Improvement Model

Transformation Model (Required Elements)	Transformation Model (Permissible Elements)
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff. 	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement. 	<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide "response-to-intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction. 	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that

	build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Provide Operational Flexibility and Sustained Support</u> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.	<u>Operational Flexibility and Sustained Support</u> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

- **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, of affecting principal leadership, teacher instruction, and student learning.

<p><i>Intervention model selected:</i> Transformation</p> <p>(1) <i>Describe how the model corresponds to the data, findings, root cause analysis and self-assessment.</i></p> <p>RESPONSE: Based upon the issues identified in our building through our data, findings, root cause analysis as well as our self-assessment, the following four critical reforms must be taken to transform our school and achieve our aggressive student achievement goals. Therefore, we are selecting the following four (4) critical reform areas to focus our transformation:</p> <ol style="list-style-type: none"> 1. INCREASED INSTRUCTIONAL DAY: Increase the amount of learning time available to students by 300 hours per school year (including dismissal time). The 300 hours meets the Federal Guidelines for optimal extended learning to occur. Please refer to the additional details outlining this program contained (below) in this section and the next sections. 2. STUDENT DISCIPLINE: Improve school-wide climate and discipline through specific focused school-wide procedures and processes. Please refer to the additional details outlining this program contained (below) in this section and the next sections. 3. CURRICULUM / INSTRUCTION: Strengthen the core academic program particularly in English / Language Arts and ESL programming with focused, job-embedded professional development monitored for fidelity by the building administrator. Please refer to the additional details outlining this program contained (below) in this section and the next sections. 4. COLLABORATION / PROFESSIONAL DEVELOPMENT / USE OF DATA FOR INCREASED TEACHER STRATEGIES: Create a system and structure of academic teams and common planning time to analyze student data. Please refer to the additional details outlining this program contained (below) in this section and the next sections.

(2) Describe how the model will create teacher, principal, and student change.

RESPONSE: The model we have selected will create teacher, principal and student change in each of our four components. These transformational changes will occur through the four (4) proposed components of our program, as follows:

1. **Increase the amount of learning time** for students
2. **Improve school-wide climate** through specific actions to **decrease incidents of student discipline and to promote positive / appropriate** student behavior
3. **Strengthen the core academic program particularly in English / Language Arts** (because, as mentioned above, we will soon be educating a significant number of students representing our ESL population) and provide focused, job-embedded **professional development** monitored by the building administrator. The rigor, pedagogy and relevance of our newly-written English / Language Arts and Mathematics curriculum will ensure that our core academic program is utilized with fidelity. Teachers will be required to utilize this curriculum. The EAEA (Teachers' Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming.
4. Provide **professional development** to train teachers on how to disaggregate data, increase collaboration / common planning time for teachers, assist teachers with how to analyze student data and provide opportunities for teachers to learn from one other and from instructional coaches effective instructional strategies based upon the individual learning needs of our students.

The EAEA (Teachers' Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming. Details related to **each** of these critical components will now be provided more specifically below:

1. Increase the amount of learning time / Increase community partnerships: We propose that beginning with SY2010/2011, our school year will increase by 300 hours (annually) supplying additional learning time for students (including dismissal time). The 300 hours meets the Federal Guidelines for optimal extended learning to occur. This transformational change component (extended learning time) will engage our principal, teachers, students, parents and community members. See specifically sections D and E of this application for additional details on our extended-learning program components.

2. Improve school-wide climate and discipline: Consistent throughout this feeder district are our initiatives to address school-wide climate and discipline because of the nature of the lives of the students we serve consistent, standardized, positive approaches running through elementary – middle school – high school is critical to allow for structure and transparent expectations for optimal learning environments. The staff has spent one year working on **Positive Behavior Intervention Strategies (PBIS)** and is ready to implement in the Fall of 2010. In addition, **Restorative Justice and Family Group Decision Making** will also be implemented for SY10/11. Positive Behavior Intervention Strategies is a scientifically research-based model (additional details are provided in Section D). **Restorative Justice and Family Group Decision Making** are scientifically researched-based decision making frameworks that guide the

implementation of best evidence-based academic and behavioral practices for improving academic and behavioral outcomes for our students (additional details are provided in Section D). The Paul Harding High School attendance area (of which Prince Chapman Academy is the middle school) has established a positive working relationship with the Allen County Juvenile Justice department. This is a critical support as we have more issues of serious student discipline within our community that seriously impacts the day-to-day education of our students. Using these models will result in teacher and student change to less reactive responses and inappropriate behaviors, improved classroom management and student discipline and increased supports for students whose behaviors may require more specialized assistance.

- All students will be assigned to an interdisciplinary team which will implement the **Response to Intervention (RtI)** model to ensure each student's individual success. The RtI model also addresses tiered level behavior interventions of which Family Group Decision Making and Restorative Justice are Tier III interventions.
- All students will be assigned to an advisory group where a trained certified staff member will create a classroom environment to address the social, emotional, and academic needs of his/her students outside of the core academic classroom environment.
- Comprehensive and systemic community mentoring (as described further later in this application when detailing the Partnership League) is an integral part of this model which will result in a improved / positive change in school climate through positive interactions with community adult role models.

This transformational change component (improved school climate and improved student discipline) will engage the principal, teachers, students and parents.

3. Strengthen the core academic program, particularly in English / Language Arts and ESL programming, with focused, job-embedded professional development monitored by the building administrator as well as culturally-responsive instruction:

- An English / Language Arts curriculum (Grades K-8) and Mathematics curriculum (Grades K-6) is being written and will be prepared for implementation beginning with SY2010/2011. The curriculum is being written by teachers who were selected to take nearly ½ of the current school year out of the classroom to work together on a full-time basis to develop the written curriculum. This was only possible through the use of Title IIA funding to provide the salary/benefits for these lead teachers to complete this goal.
- In addition to the district-provided instructional coach, we have no time to wait to fully and quickly implement this rigorous and relevant curriculum. We are proposing the hiring of three additional instructional coaches (one for each grade level we serve: 6th, 7th and 8th) to ensure a rapid and effective implementation of our state of the art curriculum. These individuals will be provided with job-embedded professional development and will, in turn, provide job-embedded professional development consisting of demonstration lessons, modeling, observations and reflective conversations on each teacher's pedagogy. These certified teachers who will serve as our instructional coaches will be selected based upon their knowledge and abilities to interact successfully in a team environment (since they will be working with their respective grade-level team members on a consistent basis) under the direction of the building leader. Additionally, an ELL instructional coach will provide job-embedded professional development for content area teams and this position will be funded through the General Fund. Each of these efforts will help to not only build collegiality but also to improve relations between

teachers as they will provide support for one another. These instructional coaches will also provide an integral part of the “glue” to make this transformational programming succeed: that is, they will serve as leaders in the building on all levels – school climate and culture, data analysis, PBIS, Restorative Justice, and FGDM.

- All staff will be fully trained in **National Urban Alliance** (NUA) strategies as the framework from which to teach the EACS district curriculum and will be accountable to implement NUA strategies in their classroom. Additional information is provided in Sections D and E of this application.
- All staff will be trained in **Project-Based Learning** (PBL) and will be required to implement these strategies in their classroom. In the past, the teachers have implemented PBL in a very limited fashion – by only selecting pieces and parts instead of implementing the program with fidelity.
- The building administrator will spend at least 40 – 60% of his/her time monitoring classrooms and providing feedback to teachers on the efficacy of their instructional practice.
- A media/technology specialist will be hired to provide research, technology, instruction, and reading support through management of library services since it is critical that our teachers also have support in this area. This is essential because all certified middle-school librarians were cut from the District general fund (effective 2010).
- Additional certified teachers will be hired to ensure class size is optimal for transformation to occur. This will effectuate teaming and common planning time.

These transformational change components (additional professional development, increasing the core curriculum and culturally-responsive measures) will engage the principal, teachers, students, parents and our community members.

4. Professional Development – focus on analysis of student data and instructional strategies to increase effectiveness for each teacher based upon individual student needs

- All teachers will implement rigorous data analysis during their common planning time.
- The tiered Response to Intervention model both instructionally and related to behavior interventions will be implemented school-wide. This has already begun at Prince Chapman, however, only pieces of the RtI model have been implemented. With this proposal, we will implement the program fully across the curriculum.
- Staff data training (learning how to disaggregate data, learning how to understand and interpret data, knowing what data is available, and other areas as they are identified throughout the term of this grant) will focus on specifically how teachers and administrators will use data to improve instruction.

This transformational change component (professional development with a focus on student data analysis and instructional strategies for teachers based upon individual learning needs) will engage the principal, the teachers and the students.

C. LEA Capacity to Implement the Intervention Model

- **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Attached budget is aligned to four reform areas and is specific to the initiatives within each reform area.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		The required timeline and budget are included in this application (see specifically Section E for our program Timeline and the Budget Section for our detailed program Budget). In addition, We have attached a three-year proposed Professional Development timeline which we have prepared to show our capacity for immediate implementation of this program upon approval of funding.
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		The budget reflects adherence to Indiana Board of Accounts rules and regulations and are appropriate for the transformational goals we have established.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		Total requested budget is \$5,021,204: Year 1 = \$1,704,814 Year 2 = \$1,658,515 Year 3 = \$1,657,875
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		Based upon our district’s identification as a district not meeting AYP, our new Superintendent has reorganized central office administrators. This proposal recognizes that reorganization of responsibilities to provide the support necessary for our principal to have success. Turnaround Division established in the district and led by our former Title I Program Administrator (Britt Magneson). (See attached organizational diagram.) We simply cannot keep doing the same things we have been doing and expecting different results. That is one of the primary reasons we made a commitment to developing a written curriculum (as discussed previously in this application).

Capacity Task	Yes	No	District Evidence
6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i>	X		Budget is established and is aligned with the identified four (4) reform areas.
7. Principals and staff have the credentials and a demonstrated track record to implement the selected model. <i>All models</i>	X		<p>Resume and/or job description of individuals to lead this transformation are attached (information in parenthesis indicates fund they will be provided by):</p> <ul style="list-style-type: none"> ▪ Transformational principal (General Fund) ▪ Manager of Community Partnerships (1003g) ▪ Community Coordinator (1003g) ▪ Assistant Principal for Assessment (1003g) ▪ Community School Dean/Manager of Transformational School (1003g) ▪ 3 Instructional Coaches (1003g) ▪ ELL Instructional Coach (General Fund) ▪ District Instructional Coach (General Fund) ▪ 3 Certified Teachers (1003g) ▪ Manager of Family Group Support (General Fund) ▪ Family Group Specialist (Title I)
8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress. <i>All models</i>	X		Sign-in sheets and agendas from community stakeholder meetings which have been conducted in order to appropriately prepare, discuss and submit this application. Based upon discussions which occurred at these meetings and following, it is clearly evident that our community stakeholders are ready to work together to create the transformational change necessary for all of our students to succeed. All meetings are listed on the cover application completed by our District. A representative sampling of these items is attached to this application. If additional information is requested by the IN-DOE, we will provide it. In addition, the stakeholders in our district (board, administration, teachers and staff) are also prepared to do what it takes to transform our school leading to success of our students. (See letter of commitment from Board of School Trustees as well as the signed commitment from our teachers – both documents are attached to this application.)
9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i>	X		Letter of commitment from our Board of School Trustees president. (See attachment.)

Capacity	Yes	No	District Evidence
10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i>	X		Commitment Letter from the Corporation's Superintendent stating agreement, leadership and support of our transformational efforts proposed in this application (see attached letter).
11. The teachers' union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. <i>Turnaround, Transformation Models</i>	X		Commitment Letter from Greg Geise, President, East Allen Educators Association (Teachers' Union) stating the commitment of the EAEA to working with EACS throughout the summer with the intent of reaching agreement on our transformation program. See attached letter.
12. The district has the ability to recruit new principals. <i>Turnaround, Transformation Models</i>	X		Nation-wide posting of our transformational principal job description has been completed. We are in the process of hiring an individual who adheres to the specific job requirements listed in the attached job description. For additional details please refer to details we have included in section E1 of this application.
13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year. <i>All models</i>	X		The timeline for implementing the four areas of reform to transform our school is aggressive as all four areas will be implemented during SY2010/2011 as described in Section E of this application. In addition, please refer to our attached proposed three-year Professional Development timeline . We prepared this document to show our capacity and ability for immediate program implementation upon your approval. See specifically Section E – "Tasks" column for additional, clear and specific details.
14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i>	X		Because we have the support of our leadership, community stakeholders and union, our staff is now empowered with the capacity to make the transformational changes proposed in this application under the leadership of our transformational principal (TBD). The positions (i.e. principal, Manager of Community Partnerships, Manager of Family Group Support, etc.) which have not been filled to date will be filled with highly-able, high quality educational professionals who will be leaders in our building and will be selected by our transformational building principal (when named). Please refer to the resumes we have attached for those who have been instrumental in preparing this application as well as for those

			<p>who are potential candidates for the positions that will be available through this 1003g grant award and the job descriptions which will be filled (attached). (We have not included the resumes of all of the teachers who led the effort to complete this application because of the amount of space – instead, we have simply included a signed document from our teachers showing their commitment to the transformation of our school – attached):</p> <ul style="list-style-type: none"> ▪ Britt Magnuson (Title I director as well as our Executive Director of Student Services – resume attached) ▪ Natalie Drummond (Director of Instructional Support and ESL Director – resume attached) ▪ Marilyn Hissong (Administrator on Special Assignment – resume attached) ▪ James Hendrix (Title I Assistant Director – potentially Manager of Community Partnerships - see attached resume) ▪ Shirley Smith (Student Relations Coordinator – potentially Manager of Family Group Support - see attached resume) ▪ Rose Fritzinger (Director of Development – see attached resume)
<p>15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities</p> <p><i>All models</i></p>	X		<p>Under the leadership of the Superintendent, funds will focus on the successful implementation of our four (4) critical reform areas. Federal, state and local funds will be coordinated, including but not limited to Title I, Title IIA, Title III, as well as funding the Corporation receives to assist our burgeoning refugee student population. Directors will coordinate this effort.</p>
<p>16. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>	X		<p>Pending approval of this 1003g grant to allow for implementation, the increase in our instructional day has been approved by our School Board. The teachers and administrators recognize the necessity to increase the time available for students to learn as discussed in this application.</p>

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already implemented or which must take place in *school year 2010-11*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. <i>Design and implement school intervention model consistent with federal application requirements.</i>	No response needed here as this information is required later in the description of the model selected.
2. <i>The LEA has or will recruit, screen, selects and support appropriate external providers.</i> NATIONAL URBAN ALLIANCE FOR EFFECTIVE EDUCATION (NUA)	<p>The following detailed information is being provided to show very clearly what we have planned. We identify our external providers (below) and we also state the reasons they were selected (because of their success with other schools in similar situations to our school) for each provider:</p> <p>A team of Prince Chapman Academy (PCA) teachers first began meeting with central office administration representatives and the current Prince Chapman Academy principal (who has only been the principal in this building since SY2009/2010 - but is considered by her staff to be a highly effective administrator in the district for a number of years) to begin discussing what could be occur to lead to PCA student success. All members of the team recognized that doing what we have been doing for years in this building would not lead to increased academic achievement for students. This team first met to establish a school-wide process in September of 2009. At that time, team discussions included whether the current external provider (National Urban Alliance for Effective Education - NUA) should continue and/or whether additional external or internal support should occur and in what form that support would be most effective. The teachers and administrators agreed that the professionals from NUA were highly effective in their provision of services and were helping PCA accomplish student achievement goals and cultural competency. In addition, our Cambridge report (fall of 2009)</p>

**NATIONAL URBAN
ALLIANCE FOR
EFFECTIVE
EDUCATION (NUA)**

(continues here...)

highlighted the work of NUA as an initiative to support and to continue. The National Urban Alliance for Effective Education (founded upon the work of Dr. Eric J. Cooper) had been funded by Title I funds and this partnership began with Prince Chapman Academy, Paul Harding High School, Southwick Elementary School and Village Elementary School in 2009. These area schools in our district feed into Paul Harding High School: Village and Southwick are our two feeder elementary schools (Grades PreK-5 and K-5 respectively) and Prince Chapman Academy is our middle school (Grades 6-7-8). This will allow for the language and the processes to build upon each other (from the students' perspective and from the teachers' and parents' perspectives) to provide for consistency and efficient instruction. Kids don't have to re-learn something each time. That becomes even more evident in the behavior improvement section wherein there are consistent expectations of students.

Prior to receiving our recent ISTEP+ results, we were able to only make general statements that about what our teachers and leaders were accomplishing through this collaboration with NUA representatives. The efforts appear to be having a tremendous impact in the educational climate here at PCA. Then, when we received our current ISTEP+ results, we finally have data to prove that our students are making marked progress, in part, because of the efforts of National Urban Alliance. This could not have been accomplished without the leadership of our new principal, the hard work of our teachers and building staff, and the energy and collaborative spirit that everyone has brought to the table. The need to continue working with NUA is evident when we look at our recent (preliminary) ISTEP+ results, as follows, for Prince Chapman Academy students:

Preliminary ISTEP results are showing POSITIVE RESULTS based, in part, upon our collaborative work with the National Urban Alliance.

	Percent Students Passing / Difference shows gain or loss from 09/10								
	E/LA			Math			Science		
	09	10	+/-	09	10	+/-	09	10	+/-
Grade 6	35	43	+8	32	44	+12	22	37	+15
Grade 7	29	42	+13	29	34	+5	26	26	0
Grade 8	32	37	+5	32	29	-3			

NUA EVIDENCE OF SUCCESS: NUA was originally selected as an external provider by our Title I Program Administrator (Dr. Jeanne Zehr) who recognized the tremendous impact that NUA had on other urban schools across the USA and the potential for increasing the

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(NUA) (continues here...)**

educational climate and increasing student achievement in our Paul Harding High School attendance area schools. To show evidence of NUA's success with other schools (i.e. to show they excel in research-based programming under the direction of Dr. Eric J. Cooper, President), we provide the following information from the NUA website:

- ♦ "In 2001 Beardsley Elementary School in Bridgeport, Connecticut, was labeled a failing school under No Child Left Behind, one of the first schools in the nation to receive this designation. Today, the sounds of success are everywhere. In Connecticut, math scores have increased an average of 89 points since 2006. District wide, that growth was 87 points. Beardsley grew 111 points. Entering the school, one is immediately struck by the enthusiasm of the students and teachers alike, and their love of their building. Beardsley was a school no one wanted to attend, now it is a school no one wants to leave." *Source:* www.nuatc.org

An article reflecting the benefits that the San Francisco United School District is seeing directly related to their collaboration with NUA expert strategies states:

- ♦ "In San Francisco, despite rising test scores for the last eight years, the work to improve student success for the lowest-performing students continues. Teaching very young students here, with their diverse backgrounds and different languages spoken at home, is something Glen Park Elementary second grade teacher Anna Dearlove is familiar with. She has begun using some new techniques that are showing signs of success with her students."
- ♦ "Teachers at ten district schools are learning these and other techniques through the National Urban Alliance (NUA), an organization that SFUSD is partnering with this year to offer teacher training, coaching, and modeling. Dearlove [a teacher] says her first few months using NUA methods have been rewarding. 'What I like about the NUA is that the coaches get right to the point with strategies I can use as soon as I leave the training, and every student can benefit.'" *Source:* www.nuatc.org/articles/pdf/sfufsd_school_times_winter_2010.pdf

Dr. Eric J. Cooper posted an article on the NUA website on April 26, 2010 entitled **The Effects of Race, Poverty & Equal Opportunity in America**. Excerpts of Cooper's article are included below to emphasize the work that our PCA teachers and leaders have been focusing

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(NUA) (continues here...)**

upon with Cooper's help and that of his expert professional staff of advisors:

In his State of the Union speech, President Obama pointed to a world-class education as one of the best anti-poverty programs. But our system can't live up to this aspiration unless we first recognize the racial inequality in our schools ultimately harms our shared national interest, and then develop a 21st century approach to learning that can address the challenges facing our schools.

The clarion call has already been sounded. The New Commission on the Skills of the American Workforce said in 2007 that:

If we continue on our current course, and the number of nations outpacing us in the education race continues to grow at its current rate, the American standard of living will steadily fall relative to those nations, rich and poor, that are doing a better job. The core problem is that our education and training systems were built for another era, an era in which most workers needed only a rudimentary education. It is not possible to get where we have to go by patching that system. We can get where we must go only by changing the system itself.

Businessman and philanthropist Bill Gates is another who has consistently sounded alarms about the state of education in America. In a February 2010 Newsweek piece, he wrote: "If we don't find ways to improve our schools, making them more effective and more accessible, we won't fulfill our commitment to equal opportunity, and we will become less competitive with other countries."

Ignoring this call to action would especially hurt the growing number of black and brown citizens educated in schools that have been called the "drop-out factories of cities." But the damage would not be limited to a minority of Americans. The U.S. Census Bureau has widely reported that America will go from a majority-white to majority-minority nation in 2037.

America must recognize that its self-interest is framed by its ability to address the challenges of racism, poverty and equal opportunity—recognizing the effects that

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(NUA) (continues here...)**

they, separately and together, have on the life trajectories of the nation's youth and thus its future.

Our future must focus more on what connects us and less on what divides us. As Ben Franklin said at the signing of the Declaration of Independence, we must all hang together or we shall hang separately. We must craft and commit to smart policies that bring together unifying aims, distinctive strengths and shared resources for the common good.

But if shared national values are not enough of an incentive, then the growing international focus on transforming education systems should motivate our country to action. Virtually every region in the world faces a similar challenge—how to educate its people to find work and build human capital in a world undergoing change faster than ever. The Hong Kong Education Commission of 2003 is but one example of the zeal shown by others. [...] Source: www.nuatc.org

Fully 58% of our students are black or multi-racial and an additional 33% are Hispanic students. The leadership of NUA has helped Prince Chapman teachers and leaders learn a great deal about how to set expectations for success to help students from poverty break the cycle of poverty and make academic achievement. PCA has indeed been a fortunate beneficiary of NUA's support and leadership on culturally-responsive education. The need to continue the momentum of this partnership – which has increased morale and has enhanced relationships among staff members and between staff and students – is absolutely critical to our continued success: increasing academic achievement for every child. As noted above, NUA is expert at working with urban schools and helping them transform into successful schools. In summary, we have laid a good foundation for increasing student achievement with NUA. According to our Cambridge report (Fall 2009), this area (our selection and use of this successful and culturally-responsive external provider) is one of the current areas of success for our school. Teachers and leaders in our building have embraced NUA. In January and March of 2009, principals participated in NUA Leadership Training. This training will continue in 2010. In particular, our building's transformational principal will participate in the NUA Turnaround Leadership Institute and includes the Multi-District Leadership Training cohort (consortium of other transformational principals). Instructional coaches will attend NUA Summer Academy (3

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CURRICULUM and
INSTRUCTION**

days). The NUA mentors are scholar practitioners--teachers and university faculty who promote higher student achievement through structural and instructional interventions incorporating the latest research on organizational development, cognition, reasoning, thinking, and higher-order comprehension skills. Through our work with NUA representatives, we have the ability and capacity to do the work that will help each student grow academically. With your support we will continue this nascent relationship with continued focus to transform our school and increase student achievement.

In addition to working with NUA, we will also require the implementation of **Project-Based Learning (PBL)** across the curriculum beginning with SY2010/11. The following is a succinct summary of Project Based Learning:

Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Project Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.

Project Based Learning teaches students 21st Century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.

Project Based Learning is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

Finally, Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

Combining these considerations, we define Project Based Learning as: *a systematic teaching method that engages students in learning essential knowledge*

and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

Source: www.pbl-online.org

PBL SUCCESS: According to the PBL-online research (provided by the Buck Institute for Education), “Research studies have demonstrated that as with any teaching method, PBL can be used effectively or ineffectively. At its best, PBL can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community. At its worst, it can be a colossal waste of time for all concerned.” The report continues showing PBL success through the following data.

- be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests.¹
- be more effective than traditional instruction for teaching mathematics,^{2,3} economics,⁴ science,^{1,5,6} social science,⁷ clinical medical skills,⁸ and for careers in the allied health occupations⁷ and teaching.⁷
- be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers.^{1,9,2}
- be more effective than traditional instruction for preparing students to integrate and explain concepts.¹⁰
- improve students’ mastery of 21st-century skills.^{11,12}
- be especially effective with lower-achieving students.^{1,4,6}
- provide an effective model for whole school reform.¹³

Footnotes have been omitted but are available at this link: http://www.bie.org/about/does_pbl_work/

Project Based Learning has begun in our school; however, it has not been implemented with fidelity. We will do so beginning with SY2010/11. In order to implement a successful PBL program, essential professional development for our teachers must occur. This will consist of three (3) days of summer training and year-long support with six (6) days through virtual

<p>IMPROVE SCHOOL-WIDE CLIMATE / IMPROVE STUDENT BEHAVIOR / INCREASE PARENT and FAMILY INVOLVEMENT:</p>	<p>learning. (See attached 3-year professional development plan.)</p> <p>Through our efforts – both working with NUA and increasing the fidelity of our PBL program – we also recognize the need to utilize research-based, effective behavior skills with our students to see increased positive student behavior. This is extremely important when working with students who are adolescents. As mentioned on our Student Leading Indicators data (page five of this application), our incidents of truancy, student discipline issues and unexcused absences is trending in a downward direction. This is a good thing and we want that to continue that trajectory, however, we do recognize the need to significantly reduce those numbers NOW in order to provide an ever-more conducive environment for ALL students to learn. To accomplish this goal, we are beginning to implement the Positive Behavior Intervention Supports (PBIS) program and will add the Restorative Justice and Family Group Decision Making models as our Tier III interventions. Indeed, with <i>Title I</i> funds, these three (3) highly-effective programs are beginning to be implemented during the summer of 2010. Please refer to the detailed training schedule we have developed which is available in section D3 of this application and in the attachments. Then, with your support, we will be able to fully implement these strategies during SY10/11 and beyond through this 1003g support.</p>
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**Positive Behavior
Intervention Supports (PBIS)**
(continued...)

School-wide Positive Behavior Supports (PBIS – sometimes referred to simply as PBS: Positive Behavior Strategies) is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. School-wide PBS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

Prevention Tier	Core Elements
Primary	Behavioral Expectations Defined Behavioral Expectations Taught Reward system for appropriate behavior Continuum of consequences for problem behavior Continuous collection and use of data for decision-making
Secondary	Universal screening Progress monitoring for at risk students System for increasing structure and predictability System for increasing contingent adult feedback System for linking academic and behavioral performance System for increasing home/school communication Collection and use of data for decision-making
Tertiary	Functional Behavioral Assessment Team-based comprehensive assessment Linking of academic and behavior supports Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed. Collection and use of data for decision-making

Source: www.pbis.org

PBIS (*continued*)

Positive Behavior Intervention Supports (PBIS) – District staff has received training from an exceptional PBIS trainer. We will now utilize a train-the-trainer approach to conduct the training in-house. The reason we have added this to our 1003g application is because the district initiative is going to move very slowly (due to a lack of funds available) and we will implement our PBIS program much more quickly and effectively. We will then serve as a leader in our district – that is a new term for our school because we have always followed and not been seen as a school providing innovation and leadership.

PBIS – The research has been conducted and is summarized via a **Syntheses of School-wide PBS** by the **Mental Health Institute**, as follows:

Most experts in the field agree that school-wide PBS is in its infancy (Dunlap, 2006). However, the early results of PBS interventions implemented at the indicated level, and the growing body of support for implementation at the universal and selective levels for children who have emotional/behavioral problem is very promising. P. 32

Because the roots of PBS are in applied experimental analysis of behavior, the evidence for PBS, at this time, is primarily derived from single subject designs. This research, while not in the traditional empirical mode, is nevertheless rigorous, generalizable, and strong in social validity (Sugai & Horner, 2002). Therefore, administrators have a preponderance of evidence to support their exploration of PBS as a viable model for School-based Mental Health programs. P. 33

Additionally, on the PBIS website, the following summary is provided to help provide more clarity as to what will be provided and who will be involved:

The core elements of a school-wide PBS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, in press).

Source: <http://www.pbis.org/research/default.aspx>

<p><i>Restorative Justice / Family Group Decision Making models</i></p>	<p>Restorative Justice – This is a Tier III intervention model. The purpose of implementing the Restorative Justice model is to ameliorate the effects of expulsion on a student’s life. Currently, we have established a relationship with the Family Group support system through the Allen County Juvenile Justice System. The Restorative Justice model takes the Family Group Decision Making support system to the next level and prevents students expulsions – students stay in school. It also contributes to a positive climate of behavior which holds students accountable for their actions in a proactive manner (not a reactive manner).</p> <p>PROVEN SUCCESS: The success of the Restorative Justice model is (according to the research – see Reginald Cran, et al) difficult to measure as it is a program that develops based upon individual need for restoration. We provide the following quotation to show the effectiveness of a specific Restorative Justice model in South Carolina:</p> <p>Juvenile arbitration has been operational in South Carolina since 1984 and has been successful in reducing recidivism and the number of cases in family courts. The arbitration process is managed by a non-professional volunteer. During the arbitration, juvenile offenders, their parents, the victims and the referring officers meet to produce a contract that must be implemented within 90 days. The success of the program is attributed to the basic philosophy and design of the program.</p> <p>Source: http://www.restorativejustice.org/articlesdb/articles/1864/?searchterm=success <i>Alford, Susan</i> (1997). <i>Professionals Need Not Apply: south Carolina Juvenile Arbitration Program Owes Success to Volunteers Corrections Today</i> 59(7).</p> <p>The Restorative Justice model will provide the remaining assistance and leadership necessary to increase the number of good student behaviors. We will do this by entering into a partnership with the Allen County Juvenile Justice System (under the leadership of the Honorable Allen County Judge Pratt) to implement the national Restorative Justice and Family Group Decision Making models. Training will be provided for teachers and leaders this summer and throughout SY2010/2011. Please refer to our attached three-year professional development plan. Also, our District’s Executive Director of Student Services will attend a five-day, intense training on Family Group Decision Making later this month (June 2010). The funding for that training will</p>
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	<p>be borne, in part, by a professional development grant provided by the Indiana Youth Institute in the amount of \$750.</p>
<p>Leadership and Learning Group</p>	<p>The final segment related to our external providers identified as necessary to help transform our building is the Leadership and Learning Group. The Leadership and Learning Group has an established reputation in our state for delivering quality data analysis and professional development based on individual school and student needs. The Leadership and Learning Group provides a cadre of over 60 professional development associates / consultants who have experience serving as superintendents, principals, administrators, and educators. These professionals provide comprehensive practices that help teachers and administrators increase student achievement by using the following: accountability, assessment, curriculum, data, instruction, leadership and standards. They focus efforts on bridging the critical gap from knowledge to action by ensuring real-world implementation. The consultants focus and commitment yield dramatic increases in student achievement through hands-on follow-up support. The use of an Implementation Audit is a valuable tool utilized to help us determine the most effective and efficient ways to utilize personnel and financial resources to impact student achievement.</p> <p>SUCCESS EVIDENT: The Leadership and Learning Center was founded and has been led by Dr. Douglas B. Reeves since 1992. The consultants have worked with hundreds of clients in every state in the nation as well as in multiple international locations. Efforts are focused on attaining 90% of students exceeding standards – especially in buildings where students are 90% minority and 90% free/reduced. Norfolk Public Schools (Virginia), one of the schools Leadership and Learning Group professionals have been working with is proud to provide credit to these representatives for the leadership they provided to help them achieve Blue Ribbon Schools status. The Leadership and Learning Group was recognized for their outstanding achievements with Norfolk Public Schools in a book by Heather Zavadsky (manager of the Broad Prize for Urban Education) for their support of Norfolk schools through the strong use of data and accountability. This aligns seamlessly with what we will focus on achieving with the Leadership and Learning Group’s guidance. And, the professional development they will provide to our teachers will be immensely useful for helping us to disaggregate our data and focus instructional strategies upon increasing student achievement and leading to student growth for every student.</p>

***NOTE:** Based upon district policy, contracts are not permitted to be completed until after receiving written approval of funding (in this case for a 1003g award from the IN-DOE). Because of this, our application does not contain copies of agreements or contracts as they will not be executed until after we have been notified of our award. We appreciate your understanding of our District's adherence to this formality which conforms to the State Board of Accounts protocol.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model.	
○ For <i>each</i> resource identified, <i>specific ways</i> to align it to the intervention model has been provided.	

What follows is a summary, in the format provided by the IN-DOE, to show alignment of our proposed programming with resources.

Element of the Intervention	Intervention	Resource
Federal Resources		
Reform Focus: Improve school-wide climate and discipline through specific focused school-wide procedures and processes.	Transformation through utilization of the following models: PBIS, Restorative Justice, Family Group Decision Making. And, in conjunction with NUA	Title I – BASIC and ARRA (AYP professional development funds for district in improvement status)
Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation through focused professional development aligned with state standards	Title I – BASIC and ARRA (AYP professional development funds for district in improvement status)
Job-embedded staff development for teachers and principal aligned to grant goals to assist ESL learners and all of our students	Transformation to provide general educators and ESL educators with training	Title III – District receives due to large ESL enrollment NESP Grant – District receives due to large ESL enrollment
Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Transformation through NUA initiative	Title I – BASIC and ARRA (district in improvement status)
State Resources		
Reform Focus: Strengthen the core academic program particularly in English / Language Arts and ESL programming with focused, job-embedded professional development monitored for fidelity by the building administrator.	Transformation through increased collaboration time and development of written curriculum	Current collaboration time (district-wide ½ hour student early release every Wednesday) (General Fund) Curriculum development (Title IIA)
High Ability student support	Transformation through increased resources	High Ability Grant

What follows is a detailed description showing the alignment of each resource related to our proposed transformation – financial and non-financial resources are listed below:

Alignment with other funding:

Title I

The School-Wide Plan process that PCA underwent in SY2009/2010 was the foundational beginning for our teachers and leaders to successfully prepare our School Wide Plan. Our School Wide Plan / School Improvement Plan, as approved by IN-DOE's Title I Office, is aligned with the programs and efforts we are proposing in this transformation model. The efforts of our teachers and staff have culminated in this proposal.

- Title I (BASIC / ARRA) funds SY10/11 will be used to support the following positions:
 - District-Wide Instructional Coaches (provided because we are district in improvement status)
 - Reading Specialists
 - Family Group Specialist
 - Parent Involvement funds
 - Professional Development funds
- Title I (BASIC / ARRA) funds will be used to support the following professional development / training opportunities:
 - **Project Based Learning Institute (training)**
 - 3 day institute (June 29-July 1)
 - 3 staff members attend
 - **Positive Behavior Institute**
 - 30 staff can attend 2 day training (August 3-4)
 - **Restorative Justice (training)**
 - 30 staff can attend 1 day training (June 5)
 - **Collaboration Teams (training)**
 - Grade 6 (4 days/team of five): June 8-11 or July 19-23
 - Grade 7 (2 days/team of five): June 10-11 or June 17-18 or July 12-16
 - Grade 8 (3 days/team of five): June 8-10 or July 19-23 or July 26-30

IDEA

- IDEA funds will provide three special education teachers and three paraprofessionals at Prince Chapman Academy. These individuals will help support students and staff by providing:
 - Self contained classroom for ED students
 - Implement Read 180 and System 44 (both programs are support through Title I)

<p><i>Extended-learning time (both financial and non-financial)</i></p>	<ul style="list-style-type: none"> ■ The extended-learning time that we propose will be held on Mondays, Tuesdays, Wednesdays and Thursdays affording one additional hour per school day. The program will consist of two (2) separate components: the first will provide a focused concentration on mastering State standards and the second will provide a focused concentration on experiential opportunities for students through community partnerships and resources. We have selected to refer to these two (2) components of our one-hour extended-learning program, which would be established with this 1003g funding, as follows: <ol style="list-style-type: none"> 1. Academic League – this is the portion of the extended-day programming that will focus upon academics. This section will last for the first one-half hour of the extended-day instructional time for ALL STUDENTS. If students have not passed a section(s) of ISTEP, they will be required to remain in the Academic League for the full one-hour of extended-learning time (four days per week). Instructional focus lessons will be written this summer (2010) with the intent that grade level teachers will share resources for these focus lessons and will share best practices for engaging students during the academic league. Our summer collaboration time will jumpstart this process, and during our weekly team meetings, we will continue to share best practices, write additional focus lessons, and share individually written focus lessons. A mini assessment will be administered after each instructional focus lesson to identify mastery and non-mastery. These mini assessments will be created this summer during collaboration time and administered according to the Academic League calendar. The results of these assessments will be included in our grade level weekly meetings and will inform the instruction and the instructional groupings. 2. Partnership League – this is the portion of the extended-day programming that will focus upon community partners working with our students and serving as mentors to help them learn more about what opportunities are available to them. The Partnership League will occur during the second half-hour of our extended learning day and will only be available for students who have passed all portions of the most recent ISTEP test. As described above, if students have not passed one or more portions of ISTEP, they will be placed in the Academic League for the full one-hour of extended learning time. (See sample from Clarence Edwards – this is the type of format we will follow.) During the Partnership League (the second part of our extended learning program) we will have rotating electives where certified staff will provide additional instruction based on student interest and community resources. (Please see teacher survey from in appendix which is also modeled on the Clarence Edwards Middle School model – Boston, MA.) Identified students may be assigned to certain rotations based on student need such as additional English Language Learner instruction, Math Acceleration, or READ 180.
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<p><i>Commitment from our community members is essential to our success.</i></p>	<p>The rotating electives will provide an opportunity to enhance our schools' capacity to educate students. During this part of the expanded school day, all students will have time to take enrichment courses that have too often been stripped from the school day. These rotating electives will supplement the academic curricular with special projects and activities. The rotating electives will allow students to select from classes such as art, drama, music, speech and debate, dance, television broadcasting,</p> <p>A review of the literature shows that enrichment classes have significant positive effects on students for the variables of achievement, critical thinking, and creativity. In recent y years, schools have focused less on enrichment courses in an effort to provide more time for subjects that students are tested on when they take standardized tests. Research, however, shows that enrichment classes and activities play an important part in helping students to increase their skills, knowledge, and interests; build self-confidence; increase engagement in school and learning; and develop skills that are essential for participation in a global society such as oral and verbal communication, collaboration, and problem solving.</p> <p>Prince Chapman Academy (Grades 6-8) and Paul Harding High School (Grades 9-12) will participate in the extended learning program. These schools will link enrichment activities to state standards. In addition, enrichment classes and activities will be used to reinforce students' learning in academic areas. As an example, students taking English composition classes will be able to write, edit, and produce a monthly television program.</p> <p>A key aspect of the extended learning program will be the integrated enrichment through community partnerships. Prince Chapman Academy and Paul Harding High School teachers will meet during the early extended learning planning process to create a "wish list" of enrichment activities they hope the schools can offer if the school day is extended. Based in part of this "wish list," the schools will invite community partners to provide enrichment programming during the year. Dr. James Hendrix, the extended learning program facilitator, will recruit these partners by using a process developed by school officials. Each prospective partner will be invited to respond to a partnership request for proposal (RFP) and submit a proposal that outlines the scope and sequence of their programming, based on student outcomes that teachers have identified. School officials will then select partners based on their compatibility with both schools' goals and their capacity to implement high-quality, experiential, standards-based enrichment. Partner programming will be matched up with the appropriate grade levels.</p> <p>The rotating electives will be offered to all students during two 12-week modules during the school year. Students will participate after school for 60 to 90 minutes, two to four times per week, with the community</p>
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	<p>partners designing and implementing the weekly lessons. Teachers from Prince Chapman Academy and Paul Harding High School will work with community partners to create opportunities for alignment between core and enrichment curricula. This collaboration will help to build relationships between community partners, teachers, and students. Over time, teachers will be able to integrate the content and pedagogy of community partner programs directly into their teaching practices. During the course of one year, all students in each grade will participate in two different modules.</p> <p>Evaluation of the extended learning program will have two components: implementation and outcomes.</p> <p>In the implementation component, school officials will develop a detailed document describing why the school district chose to adopt the extended learning initiative and how district leaders planned for and implemented the extended learning initiative. As part of this research, school officials will use the following methods of data collection:</p> <ul style="list-style-type: none"> A. Document review extended learning schools' plans, schedules, budgets, and other resources; B. Interviews with key stakeholders (e.g., principals, superintendents, and other district personnel); C. Focus groups with teachers, parents, and others; D. Surveys of teachers and students to test for change in attitudes among teachers and students at the start of implementing the extended learning program; and E. Extant data collected by the schools and district to examine changes in attendance, demographics, and other information. <p>EACS officials will continue to revisit questions of implementation during the course of the evaluation to learn how and why the schools may change the ways in which they develop the initiative.</p> <p>In the outcomes component, EACS school officials will review the impact of the extended learning initiative on students, teachers, parents, Prince Chapman Academy and Paul Harding High School, the district, and other stakeholders (e.g., community partners). Evaluators will generate a range of indicators to measure effects. They will use the same methods indicated above to track outcomes on various groups.</p> <p>Because the ultimate goal of the extended learning initiative is to produce improvements in student achievement, evaluators will complete an analysis of the most important indicator available: scores on the state assessment test (ISTEP+) in English/language arts, mathematics, and science. Evaluators will examine changes in scores across time.</p>
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	<ul style="list-style-type: none"> ▪ It must be emphasized that our extended learning opportunity is dependent upon community partners stepping forward and become part of our students' lives. The relationships we have begun to build with our community partners is something that we will work to strengthen and we look forward to our new principal making connections within the community and inspiring true "community" spirit. Through the partnerships that our Transformation Principal and our Community Manager, we will build our community into a strong community, centered on trusting and mutually beneficial relationship with children who are well grounded with a solid educational foundation. These efforts will take many volunteers and family involvement to succeed. Through the establishment of our Parent Academy, we will be able to encourage parent / family involvement leading to increased support of efforts to make transformational change. ▪ Each transformation component will be aligned with individual student learning needs. Commitment from our community members is essential to our success. Several community partners have already submitted an RFP to serve as community partners in our transformational efforts.
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Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
<p>Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p>	<p>TEACHER EVALUATION PROCESS: The District will utilize the Indiana Department of Education’s Teacher Effectiveness Rubric 2010 (Draft # 7 – utilizing the “Key w/Data Chart” found on page 9) to evaluate teacher performance. <i>A copy of that document is attached to this application.</i> The four rating categories are “highly effective,” “effective,” “improvement necessary/progressing” and “ineffective”.</p> <p>At the end of SY2010/11:</p> <ul style="list-style-type: none"> ▪ According to the Teacher Effectiveness Rubric (Draft #7), we will use the quantitative numbers are attached to the proficiency levels. Any current PCA teacher(s) with an identification of “highly effective” or “effective” or above will receive positive recognition for their efforts during the past school year. Those teachers will be identified as “highly effective” or “effective” depending on their score (see Teacher Effectiveness Rubric 2010). ▪ Any PCA teacher(s) with an identification of “improvement necessary / progressing” will be placed on teacher assistance for the next school year (SY2011/12). These teachers will receive additional assistance from the leadership and from our instructional coach(es) throughout the school year and may be required to undergo additional extensive professional development. These teachers will be identified as “improvement necessary/progressing” (see attached IN-DOE Teacher Effectiveness Rubric 2010). ▪ Any PCA teacher(s) with an identification of “ineffective” will be reassigned to another building in the district where they will be placed on the teacher assistance phase for the next school year (SY2011/12). That is, these teachers (identified as “ineffective”) will be dismissed from PCA because they have been identified as “ineffective” – see attached IN-DOE Teacher Effectiveness Rubric 2010). <p>At the end of SY2011/12:</p> <ul style="list-style-type: none"> ▪ Any teachers on the assistance phase from Year 1 (that is, they were identified as “improvement necessary/progressing”) must be identified as “highly effective,” “effective” and “improvement necessary / progressing” (including Grade Level

	<p>Student Performance) based upon the Teacher Effectiveness Rubric 2010 in order to continue teaching at Prince Chapman Academy the following year. These teachers will receive additional assistance from the leadership and from the instructional coach(es) throughout the school year.</p> <ul style="list-style-type: none"> Any teachers identified as “ineffective” (including Grade Level Student Performance) based upon the Teacher Effectiveness Rubric 2010 will be dismissed. Any new teachers hired into the building will begin the process as a year 1 teacher (see SY2010/11). <p>PRINCIPAL EVALUATION PROCESS: The Principal evaluation will be based upon the attached Indiana Department of Education’s Principal Effectiveness Rubric 2010 (version #4) combined with our current District Principal Evaluation system (attached). There are three domains in the IN-DOE Rubric: student outcomes, teacher effectiveness and leadership actions. At present, throughout the district, our principals receive a comprehensive evaluation from our Assistant Superintendent of School Management, our Superintendent and District Cabinet members. We will continue to refine and reflect upon the future draft(s) provided by the IN-DOE to evaluate our principal’s effectiveness.</p>
<p>Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</p>	<p>STAFF EVALUATION PROCESS: All teachers in our building will be evaluated on an annual basis. Our evaluation process will include annual observations of teachers and leaders and is at least 51% based upon the grade level student performance in English/Language Arts and Math on ISTEP+. In our proposed program, we will analyze student assessment results on a grade level basis. That is, in our case, grades 6, 7 and 8. Teachers will work collaboratively to improve the scores of students in grades 6, 7, and 8 in all core content areas. Grade level results will be compared to schools with like demographics in order to obtain the level of demonstrated student growth. If grade level results of student growth are comparable to schools with like demographics, the teacher evaluation point scale will reflect this.</p> <p>PRINCIPAL EVALUATION PROCESS: The Principal evaluation will be based upon the Indiana Department of Education’s Principal Effectiveness Rubric 2010 (version #4) and the current District Principal Evaluation system (attached). Student growth (grades 6, 7 and 8) will be reviewed. At the end of SY2010/11, the student growth results will be reviewed and the principal will be evaluated based, in large part, upon these results.</p>

<p>Clear dismissal pathway for ineffective teachers and principals.</p>	<p>TEACHERS: As stated above, there is a clear pathway for teacher dismissal based upon the identification of teachers as “Improvement Necessary/Progressing” or “Ineffective.”</p> <p>PRINCIPALS: Principals who are identified as “Improvement Necessary/Progressing” or “Ineffective” will be reassigned or dismissed.</p> <p>The Board of School Trustees letter of support and commitment (attached to this application) states that the our Board of School Trustees will “support [efforts]...by eliminating barriers to successful implementation of the Transformational Model...”. This statement provides evidence that any / all policy(ies), when appropriate so to do, related to evaluation of teachers and principals in our building to effectuate the successful implementation of our transformational programming which will lead to increased student achievement.</p>
<p><i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</p>	<p>Prince Chapman Academy leadership will have the flexibility to hire, retain, transfer and replace staff based upon results of the IN-DOE’s Teacher Effectiveness Rubric. The EAEA (Teachers’ Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming. See attached letter from Teacher Union President, Greg Geise. And, under the leadership of the new principal, teachers new to the building will undergo a rigorous interview process for placement at PCA.</p> <p>TEACHERS / STAFF: In order to promote staff stability and increase retention and to assist in recruitment, we will offer the following monetary incentives:</p> <ul style="list-style-type: none"> ▪ All full-time, certified staff will receive \$1,000. ▪ All full-time, non-certified staff will receive \$500. <p>In addition, financial incentives will be provided based upon grade level student performance / student growth. Again, to reiterate, as mentioned above, we will be comparing schools with like demographics in order to determine whether that grade level has clearly demonstrated student growth. When grade levels exhibit an increase in student performance / student growth they will be recognized with a monetary incentive of \$3,000 per teacher. All teachers will be working collaboratively to improve the scores of students in grades six, seven, and eight in all core content areas.</p> <p>When a grade level demonstrates improved achievement, special area teachers, instructional</p>

	<p>coaches, and reading specialists will be compensated the same amount of \$3,000. Even though special area teachers may be a part of increased achievement in multiple grade levels, they are only eligible for compensation equal to that of one grade level. And, if teachers serve more than one grade level, and any one of their grade levels make proficient growth, they will receive \$3,000.</p> <p>PRINCIPALS: In addition, financial incentives will be provided based upon grade level student performance / student growth. Again, to reiterate, as mentioned above, we will be comparing schools with like demographics in order to determine whether that grade level has clearly demonstrated student growth. When grade levels exhibit an increase in student performance / student growth principals will be recognized with a monetary incentive of \$2,650 per grade level for achieving growth. All teachers will be working collaboratively under the leadership of the principal to improve the scores of students in grades six, seven, and eight in all core content areas.</p>
<i>Appropriate amount of instructional time added (if required by the model).</i>	300 extra hours of learning time will be added to the school year beginning with SY2010/2011. This includes dismissal time. The program will occur on Mondays, Tuesdays, Wednesdays and Thursdays and will last for one hour daily. This 300 hours of extended learning time meets the Federal Guidelines for optimal extended learning to occur. <i>Specific details regarding our extended learning program (consisting of our Academic League and our Partnership League) are located (primarily) in sections D3 and E6 of this application.</i>

Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
a) <i>Continuous</i> measurement of effectiveness of model's implementation provided.	Monthly evaluation and technical assistance will be established to review principal data on classroom observations, mClass assessments in reading and mathematics, teacher effectiveness evaluations, Acuity data in language arts, mathematics, science and social studies, and morning meeting data. These meetings will be attended by the Transformation Principal, Community School Dean / Manager of Transformational Schools, Manager of Community Partnerships, Manager of Family Group Support, Administrator on Special Assignment, Director of Accountability and teacher leaders. Through these regularly-scheduled and interactive meetings, we will continuously monitor the progress of our efforts throughout the term of this award. Through these evaluative meetings, we will, under the leadership of our

	transformational principal, be able to make revisions to the program to improve what is not working as effectively as is necessary and to continuously focus our efforts on transformational change so that all of the components of this program are implemented with fidelity. Through this continuous measurement and evaluation of our programming, we will see transformational improvements in our students and in our staff.
b) Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.	Through our monthly evaluative meetings, analysis of the data will propel needed transformational change and/or mid-course corrections. These meetings will be attended by the Transformation Principal, Community School Dean / Manager of Transformational Schools, Manager of Community Partnerships, Manager of Family Group Support, Administrator on Special Assignment, Director of Accountability and teacher leaders. Through these regularly-scheduled and interactive meetings, we will continuously work to adapt and improve the program to ensure that regular measurements / evaluations of our program's implementation lead to the success of our students. These meetings will continue to occur following the grant term to ensure sustainability of our transformation as the increased evaluation of our implementation will serve to increase the level of fidelity of implementation and continue our transformation for increasing student achievement. Changes will be made when deemed appropriate to do so by our leadership team under the direction of our principal.
c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.	<p>Due to current fiscal considerations, sustaining the emphasis of this funding after the funding term ends is indeed a prodigious task. East Allen County Schools' commitment to secure additional funding is very strong. During the three-year term of this grant, we will work to develop resources to continue transformational programming at our school under the direction of the Superintendent and Board of School Trustees, as follows:</p> <ol style="list-style-type: none"> 1. Stagger teacher schedules to continue extended learning time 2. Develop strong commitments from community partners to continue providing extended learning opportunities for students. 3. Our district is in the process of reconfiguring our current programming and school offerings through our Facing the Future initiative. See www.eacs.k12.in.us for a full copy of this document wherein current discussions are occurring related to the District's reviewing of data to determine how to operate within the funding available. <p>Through the work of our dedicated team of leaders (including administrators, teachers and staff, we are identifying potential funding partners to help us continue following the lapse of this award to continue to operate those portions of the program which will require continued</p>

	<p>funding. Foellinger Foundation (a local private foundation) has supported East Allen County Schools over the past several years in amount exceeding \$4,800,000.00. The primary support Foellinger has provided has been in the form of the Learning Perspectives initiative (a five-year program based upon the work of Dr. Ruby Payne) and through their support for 15+ years of our Summer Center program. Based upon a thorough review of our district and individual school data, we will be able to marshal our resources to our successful reform efforts with the aid of our Corporation's Director of Development (grantwriter).</p>
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E. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur, (names of months are sufficient).
- 3) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) **Complete the table for only the model that the school will implement.**
- 5) If the improvement model will *not* be implemented, check “We will not implement this model.”

Turnaround Model

(Guidance Document, Section B, pages 15-18)

☐ We will implement this model. ☒ We will not implement this model - move to next model.

Transformation Model

(Guidance Document, Section E, pages 22-27)

☒ We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	<ul style="list-style-type: none"> Completed and posted Transformation Principal job description (see attached) Job description posted to the EACS website, IN-DOE's website, included in <i>Education Week</i> and on the ISTA website - reaching a National audience at every level Notified current principal that she will not be returning to PCA We have begun to screen and validate the record of effective improvement of potential candidates through demonstrated efficacy of leading school transformation We will conduct interviews to select a Transformation Principal Hire the Transformation Principal 	Superintendent and Human Resources Director	June - August
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	<ul style="list-style-type: none"> Our Teachers' Union is committed to working throughout the summer with the intent of reaching agreement on this transformational programming. (See attached letter from Teacher Union President, Greg Geise). We will utilize the IN-DOE's Teacher Effectiveness Rubric 2010 (draft #7) for evaluations. Teacher and principal evaluation tools (described in significant detail in Sections D and E of this application) will be in place beginning with the SY2010/2011. The Indiana Department of Education teacher evaluation and principal evaluation tools will be reviewed for utilization as we develop our evaluation models. Principals and teachers will be included in the discussions and we will utilize what flexibility is possible within our teachers contract to develop an appropriate evaluation tool for teachers. We look forward to participating in technical assistance provided by the IN-DOE in various forms throughout this three-year program term. 	Director of Curriculum and Instruction	June 2010 preparing for implementation for beginning of SY10/11 (ongoing)

<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<p>Using the teacher and principal evaluation tools described above, we have established clear pathways to reward school leaders, teachers and staff through our transformation model and we have provided clear pathways for dismissal of those who do not meet the required level (see responses in Section D above). These actions are tied to our comprehensive teacher evaluation system and will be required elements to receive a financial incentive, as follows:</p> <p>In order to promote staff stability, the transformational model and team building, the District will compensate staff in SY2010/2011 using the following scale:</p> <ul style="list-style-type: none"> ▪ All full-time, certified staff in our building will receive \$1,000. ▪ All full-time, non-certified staff in our building will receive \$500. <p>To promote student academic success, as mentioned in section D4 of this application, our students in grade levels will be compared to schools with like demographics in order to demonstrate student growth. When grade levels exhibit an increase in student performance, they will be recognized with a monetary incentive of \$3,000 per teacher (the maximum per teacher / per year is \$3,000). All teachers will be working collaboratively to improve the scores of students in grades six, seven, and eight in all core content areas. This will eliminate the sense of competition between teachers and lead to a better team building environment where everyone recognizes the part they play in helping each of our children grow academically.</p> <p>When a grade level demonstrates improved achievement, special area teachers, instructional coaches, and reading specialists serving that grade level will be compensated \$3,000. There will be a maximum of one \$3,000 award per year / per teacher – even if a teacher is part of the reason for student growth across one or more grade levels.</p>	<p>Director of Curriculum and Instruction</p>	<p>June 2010 preparing for implementation for beginning of SY10/11 (ongoing)</p>
<p>4. <i>Provide high quality, job-embedded</i></p>	<p>Please refer to our proposed three-year Professional Development timeline (attached). This document was prepared with the direct input</p>	<p>Division of Curriculum an</p>	<p>Begun and ongoing</p>

<p><i>professional development.</i></p>	<p>and direction of our teachers. The emphasis areas are aligned with the goals of our School-Wide Plan which was approved by the IN-DOE's Title I department. This document specifically reflects professional development necessary to meet the needs identified in our "Analysis of Student and School Data," "Student Leading Indicators" and "Self Assessment of Practices High-Performing Schools" contained in this application.</p> <ol style="list-style-type: none"> 1. Approved providers provide overviews and in-depth professional development on our initiatives (Leadership and Learning Group, National Urban Alliance and other providers as described in detail throughout this application). 2. Our Instructional Coaches will provide for demonstrative lessons, reflective planning, data analysis and positive behavior support for all of our staff. 3. Instructional coaches will be required to be in classrooms performing example lessons and be reflective on part of all staff. 4. Our community partners who are selected through the RFP process will be required to attend school-based training on policies and procedures as a condition of their selection. 	<p>Instruction: Executive Director of Student Services, Director of Assessment, and Director of Curriculum and Instruction Building principal (TBD)</p>	
<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<p>Our comprehensive staff evaluation model (the IN-DOE's Teacher Effectiveness Rubric 2010 – draft #7) contains the following specific components to retain those staff identified as "Highly Effective" and "Effective" through the use of financial incentives. Teachers will be evaluated using the evaluation tool. Teachers will then receive one of these identifications: "Highly Effective," "Effective," "Improvement Necessary/Progressing" or "Ineffective." When necessary, if there are not enough teachers identified in the two highest categories, then teachers who are "highly effective" or "effective" will be recruited by our principal to fill positions within our school.</p> <p>As described in response to Question 3 of this section (above) staff will be compensated in SY2010/2011 using the following scale:</p> <ul style="list-style-type: none"> ▪ All full-time, certified staff in our building will receive \$1,000. ▪ All full-time, non-certified staff in our building will receive 	<p>Division of Curriculum and Instruction – Executive Director of Student Services, Director of Assessment, and Director of Curriculum and Instruction Building principal (TBD)</p>	<p>Begun and ongoing</p>

	<p>\$500.</p> <p>To promote student academic success, as mentioned in section D4 of this application, our students in grade levels will be compared to schools with like demographics in order to demonstrate student growth. When grade levels exhibit an increase in student performance, they will be recognized with a monetary incentive of \$3,000 per teacher (the maximum per teacher / per year is \$3,000). All teachers will be working collaboratively to improve the scores of students in grades six, seven, and eight in all core content areas. This will eliminate the sense of competition between teachers and lead to a better team building environment where everyone recognizes the part they play in helping each of our children grow academically.</p> <p>When a grade level demonstrates improved achievement, special area teachers, instructional coaches, and reading specialists serving that grade level will be compensated \$3,000. There will be a maximum of one \$3,000 award per year / per teacher – even if a teacher is part of the reason for student growth across one or more grade levels.</p> <p>Related to career growth opportunities, teachers who attain advanced education are provided additional pay (indexed) via the salary schedule. Teacher leadership opportunities through team leaders and school improvement team membership will be identified by the principal and be reflected in their Teacher evaluation under the professional leadership category (domain number 4). Additionally, the principal will review evaluation results annually to promote teachers to attain additional leadership responsibilities.</p>		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
6. <i>Provide increased learning time for students and staff.</i>	<p>Extended-learning time: As stated primarily in Section D of this application, our extended-learning time will be comprised of two components: Academic League and Partnership League. We are providing additional details regarding those two components in this section to show how this increased learning time will help students and staff. These two, specific components will include the following:</p> <p>For the Academic League portion of our proposed programming, during the first one-half hour of our one-hour extended-learning time, teachers would provide ALL OF OUR STUDENTS with additional instruction taught by certified teachers via instructional groups. These groups will have an area of emphasis on reading, writing, science, and mathematics standards. Teachers will analyze and use disaggregated data to determine the level of student mastery of learning standards from which to base the year-long instruction. Based on our current ISTEP data released in June 2010, we will prioritize the standards from weakest to strongest to determine the focus for each instruction group. Based on this prioritized list, grade level teachers will use collaboration time this summer to create an instructional calendar for the Academic League. This collaboration time has already been scheduled and teachers are eager to attend to begin scheduling and planning for this program's success – which means our students will be succeeding at an ever-increasing rate.</p> <p>The Academic League calendar for SY10/11 will be developed collaboratively within the grade level and include an instructional focus for each lesson. Teachers will be asked (not required) to staff the extended learning time for SY2010/11 and will be compensated for their time. Teachers are on-board with this proposed additional learning time and they see what benefits the students will receive. During SY2011/2012, our teachers will be required to serve students during extended learning time and will understand that it is an expectation to employment in our building. Instructional focus lessons will be written this summer with the intent that grade level teachers will share resources for these focus lessons and will</p>	<p>Division of Curriculum and Instruction: Executive Director of Student Services, Director of Assessment, and Director of Curriculum and Instruction Building principal (TBD) and Community Manager</p>	<p>June – August (planning, selection and begin to implement). Ongoing term of award</p>

	<p>share best practices for engaging students during the Academic League. Our summer collaboration time will jumpstart this process and, during our weekly team meetings during SY10/11, we will continue to share best practices, write additional focus lessons, and share individually written focus lessons.</p> <p>A mini assessment will be administered after each instructional focus lesson to identify mastery and non-mastery on an individual student basis. These mini assessments will also be created this summer during collaboration time and administered according to the Academic League calendar during SY10/11. The results of these assessments will be included in our grade level weekly meetings and will inform the instruction and the instructional groupings throughout SY10/11.</p> <p>For the Partnership League component (the second part of our extended-learning program), we will utilize rotating electives where certified staff will offer additional instruction based on student interest and available community resources. Identified students will be assigned to the various rotations based on student need such as additional English Language Learner instruction, Math Acceleration, or READ 180. (A sample student choice form can be found in the appendix. This document is a based upon the form used successfully by Clarence Edwards Middle School (Boston Public Schools).</p> <p>Community Partners are being asked to step forward for this programming through the completion of a Request For Proposal (RFP) process. The RFP has been posted on our District's website and applications must be submitting in the coming days in order to be eligible to serve as a potential Community Partner during the Partnership League time: the second one-half hour of extended-learning time for our students (as described above). (A copy of the Community Partner RFP is attached to this application in the appendix.) To date, we have already received over 20 completed applications from interested community representatives. These include but are not limited to CANI (Community Action of Northeast Indiana), Crime Victim CARE of Allen County, and Fort Wayne Urban League. The completed applications will be review and the selected Community Partners will work in conjunction with our certified teachers to make the extended</p>		
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	<p>learning time a joint effort to increase student achievement through an increased knowledge of what is available in the community. It is important to note that our teachers will be teaching this component and the community partners will serve as a guest in the classroom to share with students and help to engage every student in learning.</p> <p>Completed RFPs will be reviewed by and selected by the District's Title I office with input from teachers and the principal. NOTE: if our principal has not been named by the time a determination on the RFPs must be made to ensure appropriate scheduling, then the principal will serve as a leader for the next school year's selection (SY2011/12). Further, it is likely – since this is a brand new program – that we do anticipate the need to open an additional window of time for community partners to respond to an additional RFP. In this manner, we will ensure that there are a number of excellent candidates who are constantly refreshing to the students and meeting individual student goals to increase their understanding of the community. These might include but would likely not be limited to increasing student knowledge as to what resources are available in our community, what careers students might find interesting to pursue and/or prepare for their futures and additional time with adults who want to build relationships with our students. Community Partners will be required to sign a commitment form to agree to the dates of service so that we may prepare a schedule for students to be placed in the various Partnership League sections. Students will be asked to select which Partnership League section they would like to attend and we will do our best to comply with those requests on an individual basis. See <i>sample Student Interest Form</i> which is from the Clarence Edwards Middle School.</p> <p>The EAEA (Teachers' Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming. (See attached letter from Teacher Union President, Greg Geise). Upon notification of this 1003g award, we will place the final touches on the schedule to accommodate this extended-learning program – especially through the organization of the teacher schedule and the identification and selection of community partners to provide resources during the extended-learning time. The Manager of Community Partnerships and Community School Dean / Manager</p>		
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	<p>will work closely together to ensure the successful implementation of effective partnerships and will keep the principal informed of all aspects of this programming to ensure that each moment of this extended learning time with our students is as effective as possible.</p> <p>The anticipation is that we will continue to grow this program whereby PCA will become a community center, accessible to all community stakeholders.</p>		
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<ol style="list-style-type: none"> 1. Teachers will be intensely trained on data analysis through the Leadership and Learning Center. <i>See attached three-year professional development schedule which has been developed with substantial PCA teacher input and aligns to our School-Wide Plan.</i> 2. Establish assessment protocol for formative and summative assessments. Focus will be upon disaggregating the data to lead to improved student achievement / growth. The disaggregation of the data will lead to an improved understanding of what interventions need to occur for students. And, appropriate professional development (see attached PD timeline) will be provided. Also, through the addition of our Instructional Coaches, teachers will have a model within their classrooms regularly to demonstrate best practices and effective instructional strategies which are specific to the needs of the students. 3. We will establish the collaborative norm for our teams to discuss student data during their common planning time at least three (3) times per week. This will be a requirement. Evaluations of Teacher Effectiveness will demonstrate very clearly whether and how teachers are becoming more effective and professional development will be provided (as described above and throughout this application). 4. Monthly review meetings to discuss program and analyze data will be attended by Community School Dean / Manager of Transformational Schools, Manager of Community Partnerships, Manager of Family Group Support, Administrator on Special Assignment, Principal, district Director of Accountability, Executive Director of Student Support and teacher representatives. At these meetings, each educational professional will formally report (in the form of a presentation) on the successes and challenges they are encountering with our transformational efforts. 	<p>Director of Accountability</p>	<p>Strategic professional development begins in June and will continue through August. That PD is supported throughout the school year and the subsequent summers</p>

<p>8. <i>Promote the use of data to inform and differentiate instruction.</i></p>	<ol style="list-style-type: none"> 1. Through professional development provided (as described earlier through the National Urban Alliance (NUA), Leadership and Learning Group and for the models we will use to transform our school: Project Based Learning, Restorative Justice, RtI and Positive Behavior Intervention Strategies) all staff will more fully understand the required use of differentiated instruction in the classroom and will implement same with fidelity. Teachers will be held accountable for their appropriate use of these models through the leadership of our transformation building principal and our instructional coaches. 2. All teachers/staff are required to devote a majority of their common planning time to reviewing and analyzing student data which includes student discipline data, formative and summative assessment data. 3. A professional library will be established for professional resources and including a data wall with school data. The professional library will be highly utilized by the instructional coaches to lead professional development on-site, within the building. 4. Student assessment and behavior data will be available to staff during faculty meetings, in teacher lounges, on the school's website, and in the professional library. Data will truly drive our transformational efforts. 5. Each teacher will establish a data wall outside their classroom. 6. Regularly scheduled parent newsletters will contain ongoing student data progress. And, parents will be encouraged to contact their child(ren)'s teachers to request meetings / discussion relative to student growth. 7. Based upon the Advisory Group model, each student will set his or her achievement goals on an on-going basis throughout the school year. NWEA will be utilized for this process. This is a process involving the "home-room teacher". 	<p>Director of Accountability</p>	<p>Ongoing</p>
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Elements	Tasks	Lead Person/ Position	Time Period (month)
9. <i>Provide mechanisms for family and community engagement.</i>	<p>In addition to our community component (Partnership League), which we have described throughout this application (i.e. the RFP process to select organizations and individuals to come forward to provide additional learning opportunities for our students, etc.), we will continue with our family events: such as “Back to School Nights”, Literacy Nights, and scheduled Parent/Teacher Conferences, parents will participate in textbook adoptions and mid-terms and quarterly report cards are used to keep parents informed of their student’s academic and behavioral performance. In addition, assessment reports, ISTEP+ results are provided to parents. This data describes the students’ current abilities, growth they have made and where they should be for their current age and grade in school. Telephone conferences, Informal parent/teacher conferences, and Individual Education Plan meetings are held with parent attendance when appropriate. Parent initiated contact is always encouraged. We have a Parent Room which provides support materials for parents.</p> <p>The following new initiatives will propel us to the next level of family / parent engagement, including: a Community Mentor to provide services to both parents and students in order to create a more cohesive relationship between home and school. The community mentor will partner with community resources to assist in areas of language acquisition for parents, college application training, parent communication with schools, and volunteer coordination. Classroom buddy systems will be created to greet and welcome new students into the Prince Chapman community. This is a collaborative effort with B.F. Goodrich / Michelin Tire Company (located in our district). A Parent Academy will be implemented where parents may participate in a schedule of workshops to give parents the tools they need to help their children be successful in school. Examples of workshops may include: College Applications and Financial Aid: How to apply and obtain funding, Basic Computer Skills, Communicating with Your Child’s Teacher, Staying Healthy and Active, Local Resources: What are they and how can</p>	<p>Manager of Community Partnerships</p> <p>and</p> <p>Manager of Family Group Support</p>	Ongoing

	<p>they help?, Potential Career Development Opportunities (for parents and students) and Introduction to the English Language classes. Our goal is to show parents that educators appreciate, value, and respect them and their children, and how parents how to support their child's education. See attached Parent Academy brochure.</p> <p>Then, with the addition of our Partnership League, our community organizations will come forward to help us engage students in learning during that one-half hour component of our extended learning time. This addition to our student programming will help our community truly understand the important role they play in helping our students grow.</p> <p>Our community program is described in more detail in section D4 and E3 of this application.</p>		
<p>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</p>	<ul style="list-style-type: none"> Principal will have direct control of school's budget Principal will have the full support of our newly-created Turnaround Division team members to establish appropriate staffing Principal will work with our district's Turnaround Division team members (see attached organizational chart) to ensure effective use of allocations and grant funding so that efforts will remain focused upon transformation leading to success. Only selected positions are requested through this 1003g award. The remaining positions will be provided through other funding (General Fund, Title I, Title III, etc.). The transformation principal selected will be able to provide input on the positions we have selected to include in this application and the Turnaround Division members will work with the individual selected (once they are selected) to ensure that they have the individuals on staff that they need. Central Office will provide support to our newly-selected principal (once named). Transportation will be provided for the extended school day – this may seem insignificant, however, often, in households with low socio-economic status, one of the largest inhibitors to success is the lack of transportation. This is something that our principal will not have to locate 	<p>Superintendent, Board of School Trustees and Transformation Building Principal</p>	<p>Ongoing</p>

	as we have included it within this proposal.		
11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	<p>The District is undergoing transformational change due to the many financial reductions we have received word of from the IN-DOE. The decision has been made to restructure our central office administration and to establish a Turnaround Division. One of the key expectations of our Turnaround Division members (see attached organizational chart of that department – attached hereto) will be to support and sustain our principal and his/her team as they implement the components of the proposed programming through 1003g. This is a summary of the supports that will be provided:</p> <ol style="list-style-type: none"> 1. Establish Turnaround Division wherein which adequate flexibility in terms of staffing and resource procurement will occur. 2. Turnaround Division will support the implementation of the transformation model program components at our school. 3. The IN-DOE will provide technical assistance to our building leadership and teachers throughout the term of this award to help us achieve ever more effective results and to do so more efficiently. <p>NOTE: District provides more resources per pupil expenditures (PPE) for Prince Chapman students than for our other middle school. This is noted by the following data showing PPEs: New Haven Middle School \$3,697 and Prince Chapman Academy \$4,251.</p>	Executive Director of Student Services and IN-DOE technical assistance.	Ongoing

➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

The principal vacancy has been posted by our Director of Human Resources via the various methods for distribution listed in the information above. Licensed and qualified candidates will be interviewed according to Board Policy. An interviewing committee has been formed (following Board Policy) which will rank the finalists for this position. The Human Resources department will then proceed with EACS' hiring procedures; including, but not limited to, an expanded background check and contacting references. Then, the Superintendent will recommend to the Board of School Trustees the prospective appointee we have selected.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	X	

Restart Model

(Guidance Document, Section C, pages 19-20)

☐ We will implement this model.

☒ We will not implement this model – move to next model.

School Closure

(Guidance Document, Section D, pages 21-22)

☐ We will implement this model.

☒ We will not implement this model – do not complete.

F. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measurable and aggressive, yet attainable (SMART goals).

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
36% of all students are proficient on ISTEP+ English/Language Arts.	60% of all students are proficient on ISTEP+ English/Language Arts.	85% of all students are proficient on ISTEP+ English/Language Arts.	95% of all students are proficient on ISTEP+ English/Language Arts.
45% of all students are proficient on ISTEP+ Mathematics	75% of all students are proficient on ISTEP+ Mathematics	85% of all students are proficient on ISTEP+ Mathematics	95% of all students are proficient on ISTEP+ Mathematics

➤ ***Complete “LEA Application: General Information” if have not already done so.***

Section II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2010-2011, 2011-2012, 2012-2013. **RESPONSE: See attached budget documents for each year of this three-year grant term.**
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve. **RESPONSE: See attached budget documents for each year of this three-year grant term.**
- 3) The **total** amount of funding per year **must total no less than \$50,000 and no greater than \$2,000,000 per year.** **RESPONSE: See attached budget documents for each year of this three-year grant term wherein we request more than \$50,000 / year and less than \$2,000,000 / year.**

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. **RESPONSE: See Section D3 for details wherein we discuss the alignment of our transformational efforts with funding sources including: Title I (BASIC and ARRA), Title IIA, Title III, Non-English Speaking Program (NESP), IDEA and High Ability. Under the leadership of our transformational principal (to be selected), the flexibility to utilize these funds will be provided so that support will be immediate and he / she may begin immediate transformation with the support of our board, superintendent, teachers union, teachers, community stakeholders and staff upon award of this 1003g grant. If revisions are necessary to make to any of our allocations (Title I BASIC, Title I ARRA, IDEA, Title IIA, Title III, NESP, High Ability or other sources identified as we progress), we will work with the principal to effectuate those revision requests with the IN-DOE.**

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

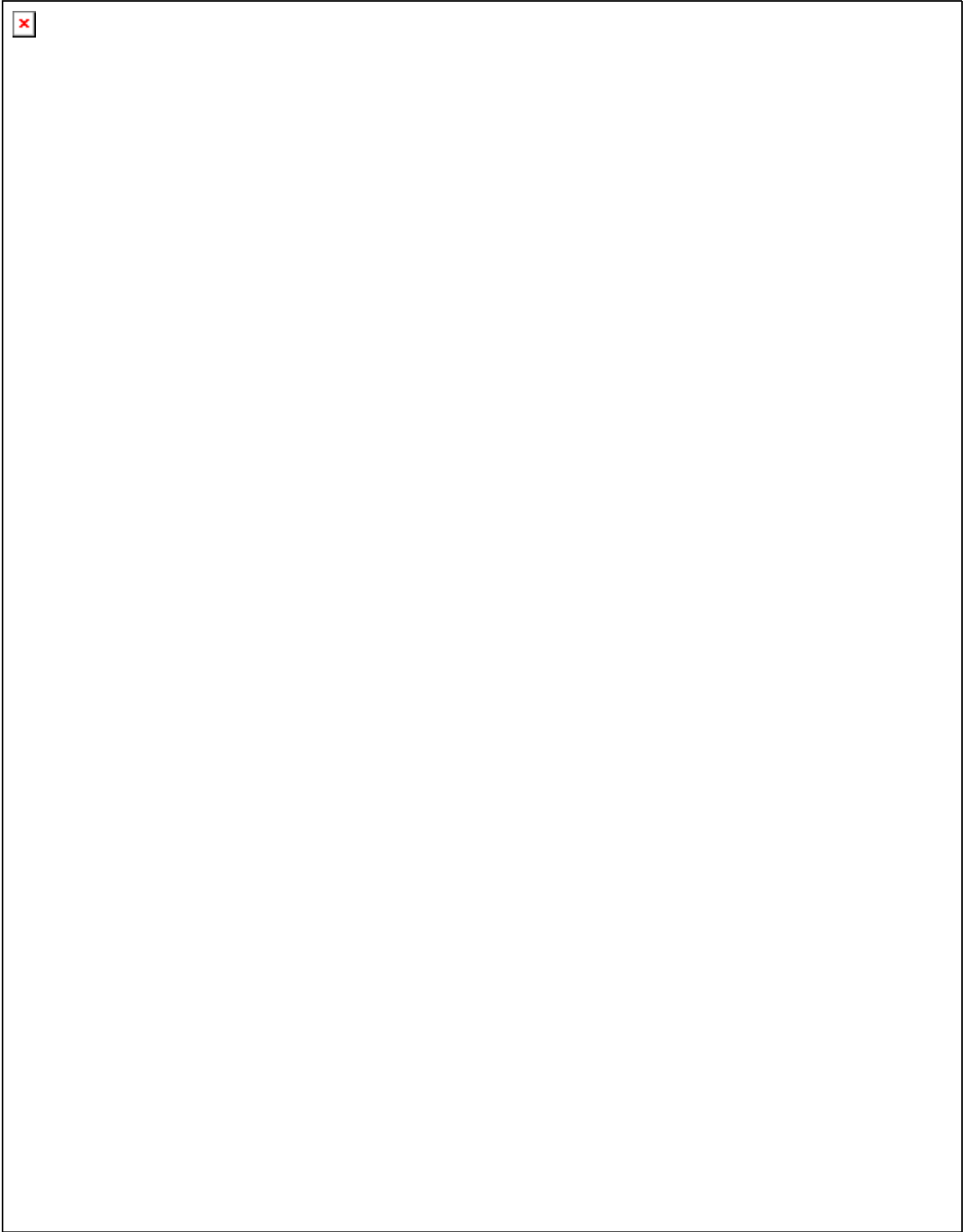
East Allen County Schools – Prince Chapman Academy
Section 1003g Application
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East Allen County Schools

Letter of Support/Commitment President of the EACS Board of School Trustees (meeting minutes are available upon request and were included in our original 1003g application)

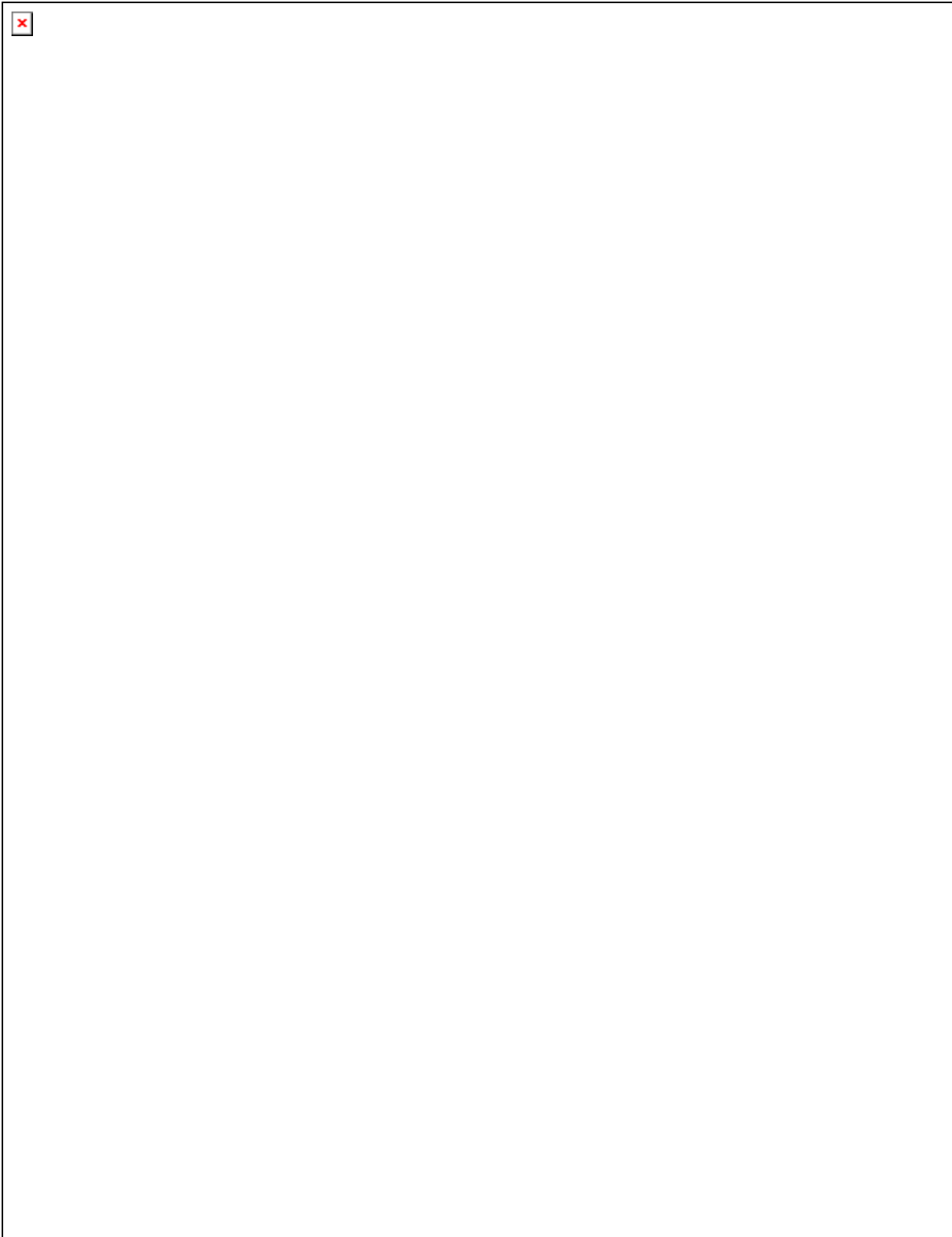
Section 1003g Application



East Allen County Schools

Commitment Letter: Superintendent of East Allen County Schools

Section 1003g Application

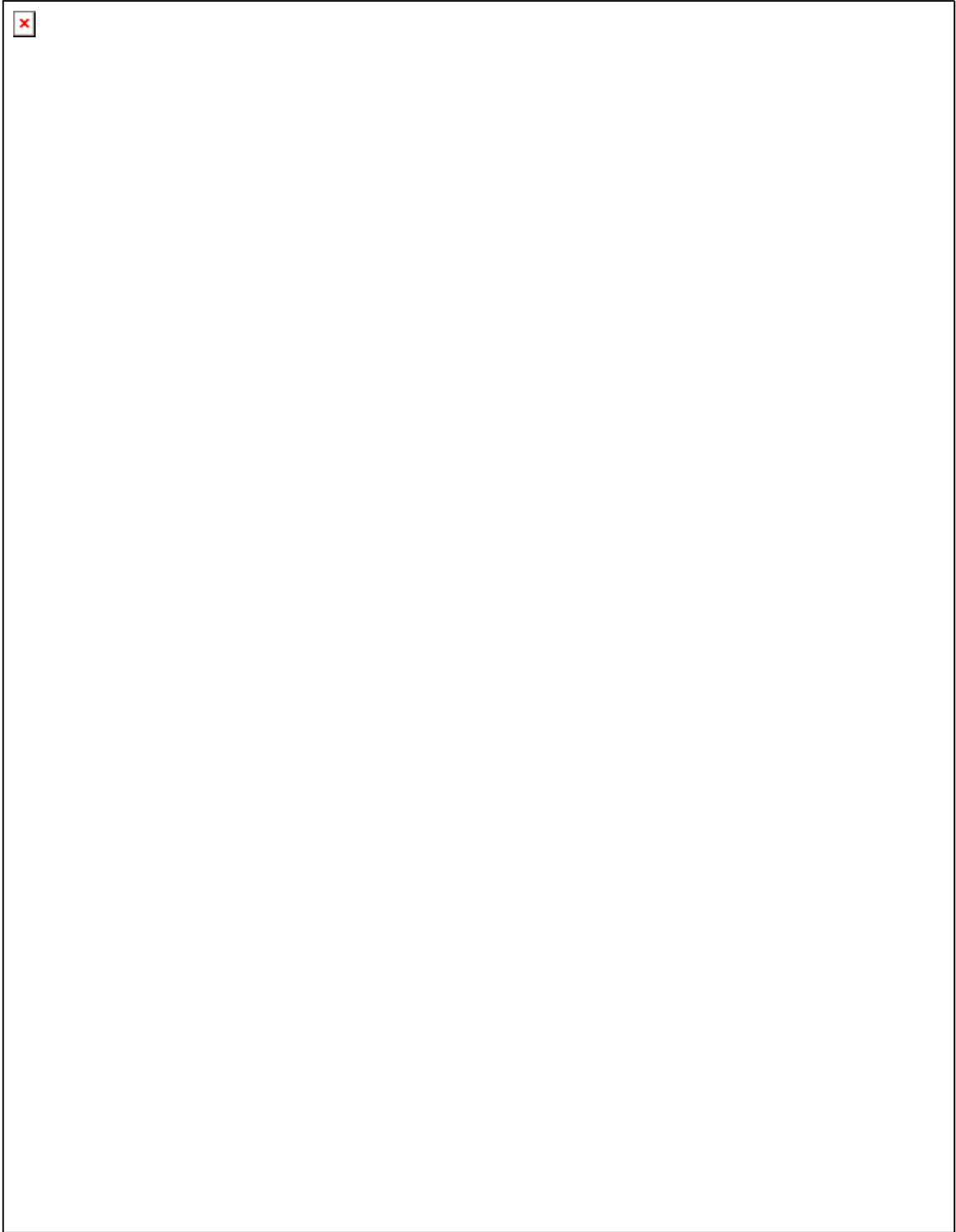




East Allen County Schools

Commitment Letter From Teachers' Union President

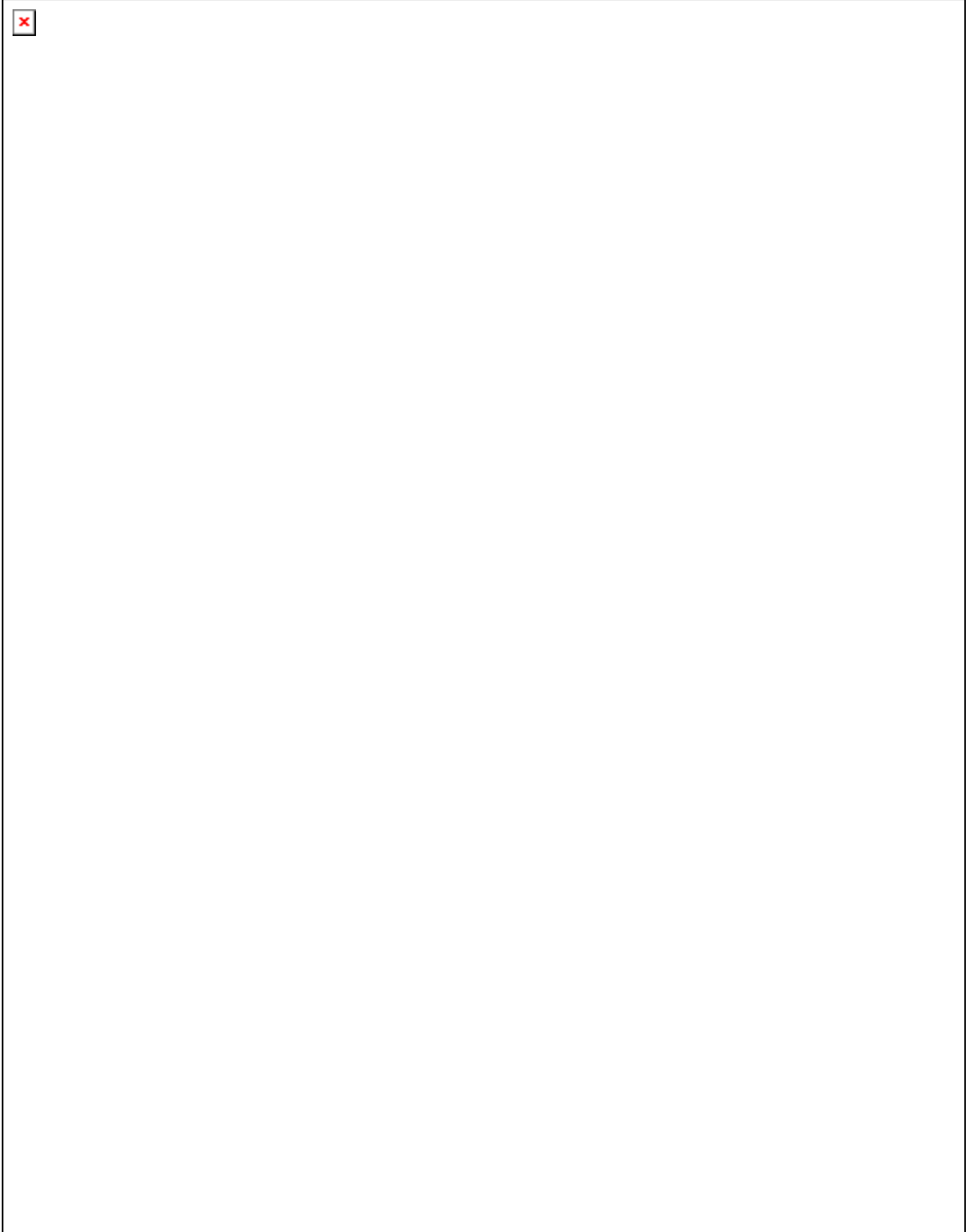
Section 1003g Application



East Allen County Schools

PCA Teachers' Intent to
implementation of
Transformation Model
(signed by EAEA
Teacher Representatives)

Section 1003g Application

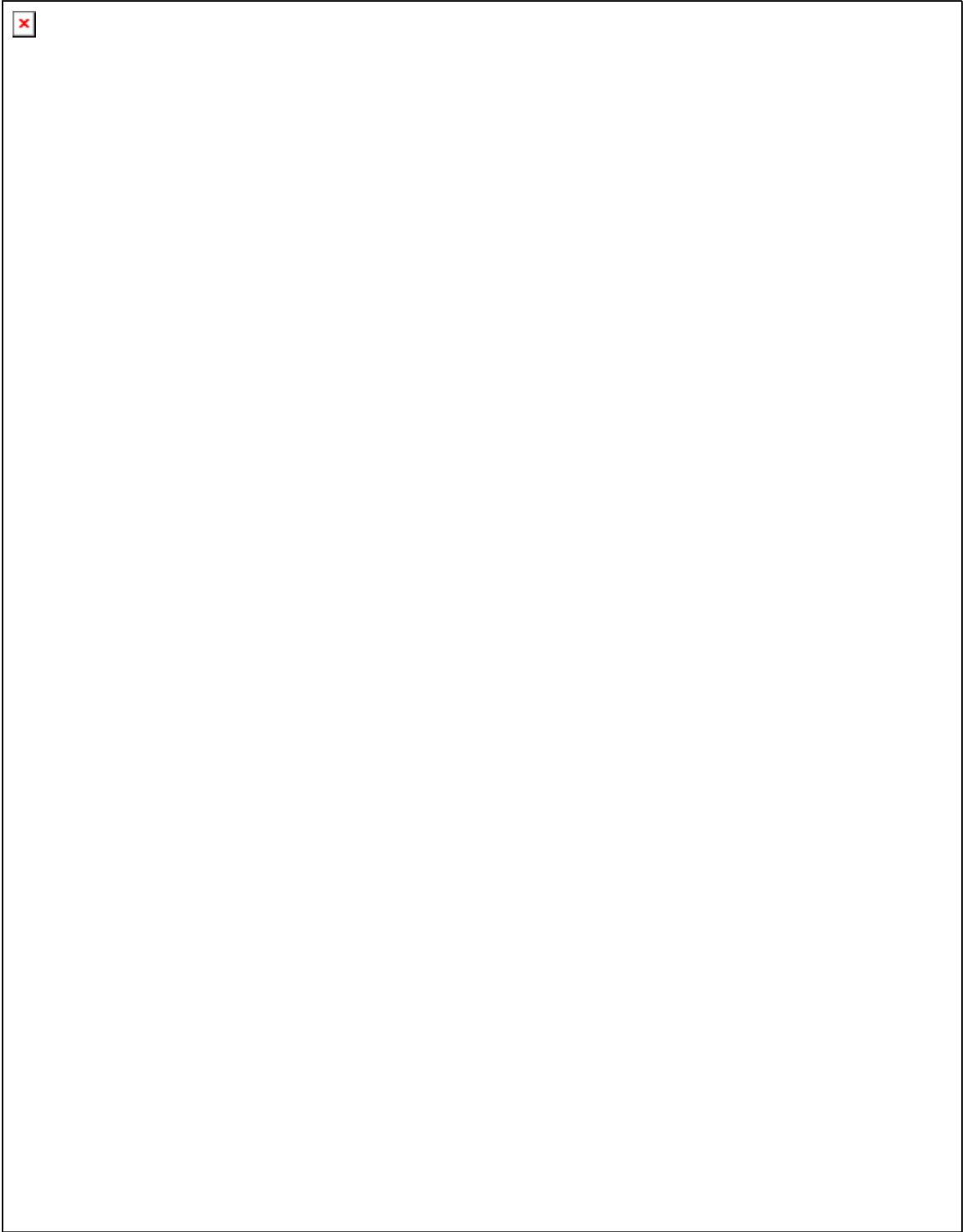


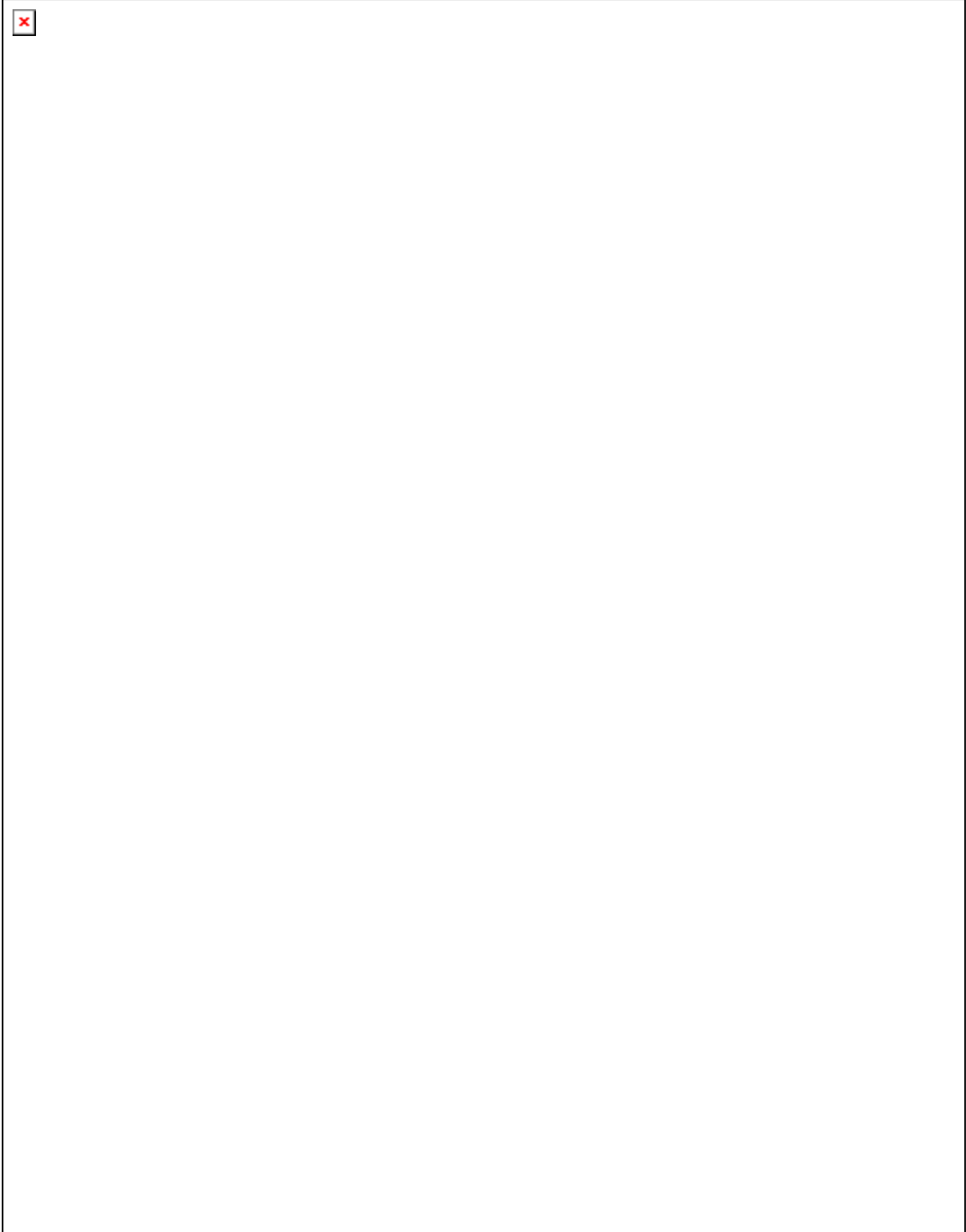
Samples of Stakeholder Meeting Documentation:

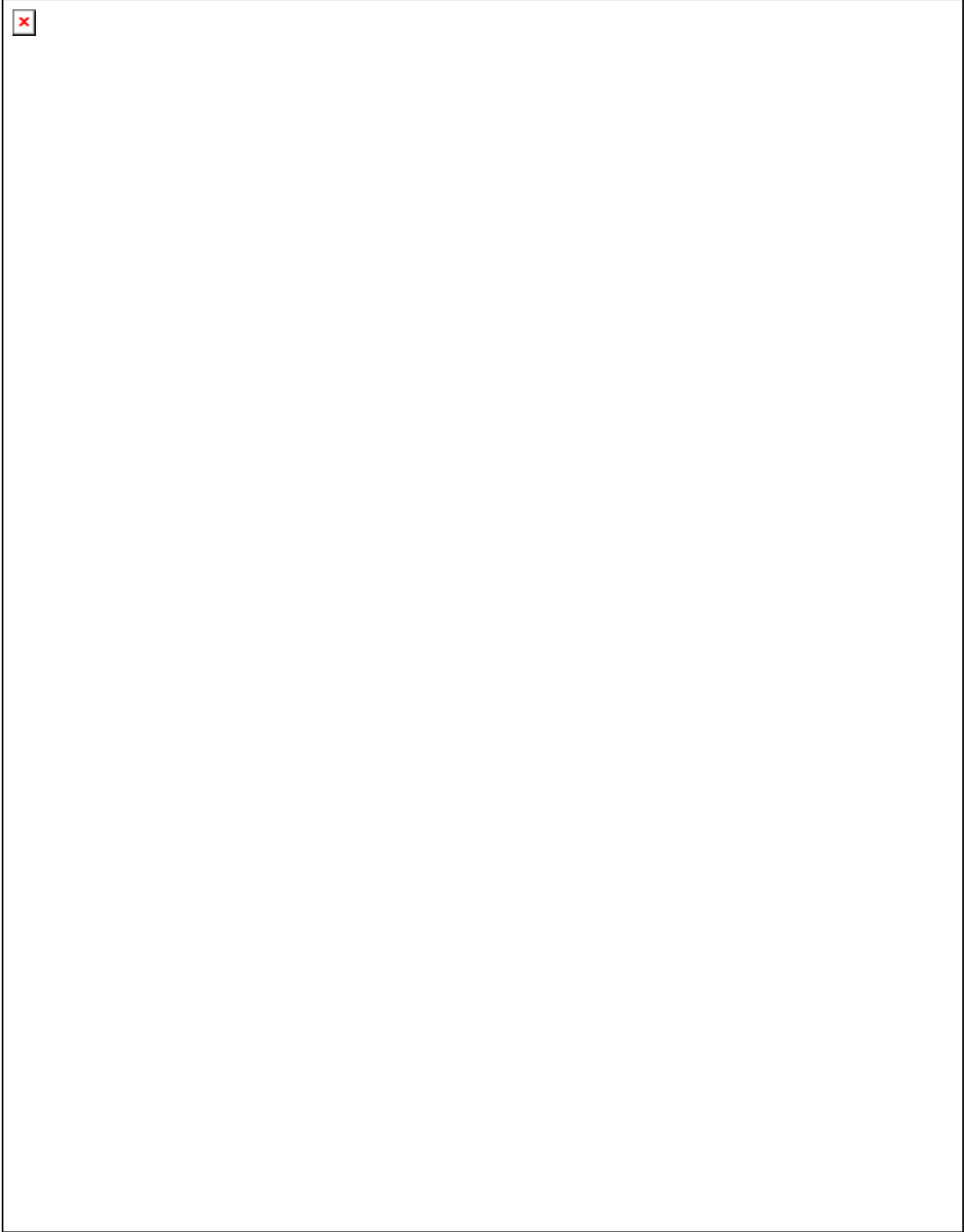
Stakeholder Meeting Agenda:
April 15, 2010

Stakeholder Meeting Sign-Ins:
April 15, 2010
April 29, 2010

Section 1003g Application





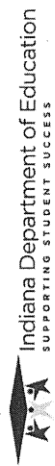


East Allen County Schools

Indiana Department of Education's Teacher Effectiveness Rubric 2010 (Draft #7)

Section 1003g Application

DRAFT version 7



**Teacher Effectiveness Rubric
2010**

"We have the power and the responsibility to close the achievement gap."

- I. Overview
- II. Effectiveness Rubric
 - a. Domain 1: Purposeful Planning
 - b. Domain 2: Classroom Culture
 - c. Domain 3: Effective Instruction
 - d. Domain 4: Professional Leadership
- III. Summary and Rating

Overview

What is the purpose of the Teacher Effectiveness Rubric?

The Teacher Effectiveness Rubric was developed for three key purposes:

- **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness and ensure the equitable distribution of great teachers across the state.
- **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to achieve gains in student achievement.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings, in addition to growth data.

Who developed the Teacher Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from IDOE, contributed to the development of the rubric.

What research and evidence support the Teacher Effectiveness Rubric?

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*

- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Better Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxEds Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*

How is the Teacher Effectiveness Rubric organized?

The rubric is divided into four domains:

- Domain 1: Purposeful Planning
- Domain 2: Classroom Culture
- Domain 3: Effective Teaching
- Domain 4: Teacher Leadership

Discrete indicators within each domain target specific areas that effective teachers must focus upon.

How did we weigh different parts of the framework?

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the teacher's role as the driver of student growth and achievement. As such, the rubric focuses on evaluating the effectiveness of **instruction**, specifically through **observable** actions in the classroom.

This is not to say that teachers should not be evaluated in other areas. In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional

indicators or tools. However, any additions should supplement, not supplant, the indicators already outlined in the rubric. Revisions must also maintain at least 51% of the overall rating based on student growth data.

How is the Teacher Effectiveness Rubric scored?

For any given indicator, the teacher may receive a score of 1 through 4 (4 being highly effective). Each indicator has a given weight, and a score from growth model data is added. When averaging each domain section, you may round decimals to the nearest tenth. For example, if the Purposeful Planning Average is 3.673, you write 3.7.

Details of the scoring system are still in development.

How do I ensure the effective implementation of the Teacher Effectiveness Rubric?

The devil is in the details. Even the best teacher evaluation tool can be undermined by poor implementation. Successful implementation of the Teacher Effectiveness Rubric will require a focus on four core principles¹:

- 1. Training and Support:** Administrators responsible for the evaluation of teachers must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
- 2. Accountability:** The differentiation of teacher effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
- 3. Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of teachers must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

¹ Informed by The New Teacher Project's *The Widget Effect* (2009)

- 4. Decision-making:** Results from the teacher evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as which teachers receive tenure, how teachers are assigned and retained, compensated and advanced, what professional development they receive, and when and how teachers are dismissed.

Friendly Disclaimer

This is a working draft of the Teacher Effectiveness Rubric that is still in the process of revision and change. For example, the rubric may be further refined as a part of work to be done with a multi-state collaborative (comprised of at least Indiana, Florida, Illinois, and Louisiana) for great teachers and leaders that will focus on improving key policies related to teacher and leader effectiveness and pooling intellectual resources and design capacity.

DOMAIN 1: PURPOSEFUL PLANNING
 Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Subtotal
1.1 ACHIEVEMENT GOALS	Teacher develops an ambitious and measurable annual student achievement goal with clear benchmarks to help monitor learning and inform interventions throughout the year.	Teacher develops a measurable annual student achievement goal with clear benchmarks to help monitor learning and inform interventions throughout the year.	Teacher develops a measurable annual student achievement goal.	Teacher develops general annual student achievement goals for the class OR does not develop a goal at all.		x 2	
1.2 LESSON PLANS	Teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to state content standards; 2) matching instructional strategies to the lesson objectives; and 3) designing routine assessments that measure progress towards mastery.	Teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to state content standards; and 2) matching instructional strategies to the lesson objectives.	Teacher plans daily lessons by 1) identifying lesson objectives that are aligned to state content standards.	Little or no evidence of daily lesson planning based on standards.		x 1	
1.3 CURRICULUM PLANS	Based on achievement goals, teacher plans units by 1) identifying content standards that students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before each unit begins for backwards planning 4) allocating an instructionally appropriate amount of time for each unit.	Based on achievement goals, teacher plans units by 1) identifying content standards that students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before each unit begins for backwards planning	Based on achievement goals, teacher plans units by 1) identifying content standards that students will master in each unit; 2) articulating well-designed essential questions for each unit.	Teacher does not plan units by identifying content standards that students will master in each unit OR does not articulate well-designed essential questions for each unit.		x 1	
1.4 MEANINGFUL WORK	Designs meaningful, relevant, AND dynamic assignments that fully engage students and clearly connect activities and assessments to student understanding.	Designs meaningful and relevant assignments that fully engage students and clearly connect activities and assessments to student understanding.	Designs meaningful and relevant assignments that inconsistently engage students and sometimes connects activities and assessments to student understanding.	Designs assignments that lack relevance and connections and can often look worksheet driven. Busywork.		x 1	
					Domain 1 Score		Total

DOMAIN 2: CLASSROOM CULTURE

Teachers create a classroom environment that fosters a climate of urgency and expectation around achievement and excellence, and respect.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Subtotal
2.1 POSITIVE INTERACTIONS	There is significant evidence that the teacher is able to create an environment of mutual respect and positive rapport, with no instances of disrespect by the teacher.	There is some evidence that the teacher is able to create an environment of mutual respect and positive rapport, with no instances of disrespect by the teacher.	There is at least a little evidence that the teacher is able to create an environment of mutual respect and positive rapport, with no instances of disrespect by the teacher.	There is no evidence that the teacher has a positive rapport with her/his students OR there are 1 or more instances of disrespect by the teacher.		x 1	
2.2 HIGH EXPECTATIONS	There is significant evidence that the teacher exudes high expectations and convinces all students they will master the material.	There teacher conveys to students: this is important, you can do it, and I'm not going to give up on you.	The teacher tells students the subject matter is important and they need to work hard.	The teacher gives up on some students.		x 2	
2.3 INVITING SPACE	There is significant evidence that the teacher purposefully creates a safe, well-organized and visually stimulating space that invites and celebrates serious academic work, maximizing student engagement.	There is evidence that the teacher maintains a safe, well-organized and visually stimulating space and attempts to arrange room in a way that allows varied interaction.	There is at least a little evidence that the teacher maintains a safe, well-organized and visually stimulating space.	There is no evidence that the teacher maintains a safe, well-organized, and visually stimulating space.		x 1	
2.4 ASSERTIVE AUTHORITY	Teacher addresses almost all inappropriate, off-task or challenging behavior efficiently so that it has no impact on learning of students in the class.	Teacher addresses most inappropriate, off-task or challenging behavior efficiently so that it has little impact on learning of students in the class.	Teacher addresses some inappropriate, off-task or challenging behavior efficiently so that it has at least a little impact on learning of students in the class.	Teacher is unable to or does not address inappropriate, off-task or challenging behavior so that it has significant impact on the learning of students in the class.		x 1	
2.5 REINFORCES THE POSITIVE	Consistently reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture.	Consistently reinforces positive behavior.	Is inconsistent in reinforcing positive behavior.	Does not reinforce positive behavior.		x 2	
2.6 CLASSROOM PROCEDURES	Classroom procedures and routines are almost always evident so that the schedule and transitions maximize instructional time and allow for effective record keeping.	Classroom procedures and routines are usually evident so that the schedule and transitions maximize instructional time and allow for effective record keeping.	There is some evidence of classroom routines and procedures.	There is little evidence of classroom routines and procedures.		x 1	
					Domain 2 Score		
					Total		

DOMAIN 3: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Subtotal
3.1 FOCUS STUDENTS ON LESSON OBJECTIVES	Teacher effectively develops students' understanding of the objective by: 1.) communicating what students will know or be able to do by the end of the lesson; 2.) connecting the objective to prior knowledge; 3.) explaining the importance of the objective; and 4.) referring back to the objective at key points during the lesson.	Teacher effectively develops students' understanding of the objective by: 1.) communicating what students will know or be able to do by the end of the lesson; 2.) connecting the objective to prior knowledge; and 3.) explaining the importance of the objective.	Teacher effectively develops students' understanding of the objective by: 1.) communicating what students will know or be able to do by the end of the lesson; and 2.) connecting the objective to prior knowledge.	Does not have or does not communicate the objective and does not connect it to student's prior learning.		X2	
3.2 ENGAGEMENT ²	There is significant evidence that the teacher leverages a sense of purpose and urgency for classroom performance. Students can explain what they are doing and why. All or nearly all of the students are actively engaged throughout the lesson.	There is some evidence that the teacher leverages a sense of purpose and urgency for classroom performance. Consistently facilitates active construction of meaning rather than simply telling. Approximately $\frac{2}{3}$ of the students are actively engaged throughout the lesson.	There is at least a little evidence that the teacher leverages a sense of purpose and urgency for classroom performance. Approximately $\frac{1}{3}$ of the students are actively engaged throughout the lesson.	There is no evidence of urgency or purpose in the teaching and learning in the room. Less than $\frac{1}{3}$ of the students are actively engaged.		X2	
3.3 MAXIMIZING INSTRUCTIONAL TIME	No instructional time is lost through well-executed routines, procedures, and transitions; efficient instructional pacing and effective management.	Little instructional time is lost through well-executed routines, procedures, and transitions; efficient instructional pacing and effective management.	Some instructional time is lost due to poorly designed routines and procedures or poorly executed transitions, inefficient instructional pacing or off task behavior.	Significant instructional time is lost due to poorly designed routines and procedures, or poorly executed transitions, inefficient instructional pacing or off task behavior.		X2	
3.4 DELIVERING CONTENT ³	Is able to articulate and communicate clearly, restating and rephrasing instruction in multiple ways, meeting the needs of all learners; has a dynamic presence in the room AND delivers content that is <u>factually</u> correct, well-organized, and accessible and challenging to all students.	Communicates clearly (explanations, expectations, directions, etc) and age appropriately; has a solid presence in the room AND delivers content that is <u>factually</u> correct, well-organized, and accessible and challenging to most students.	Teacher has a solid presence in the classroom AND delivers content that is <u>factually</u> correct.	Teacher has inadequate presence in the room OR delivers <u>factually</u> incorrect information.		X1	

² Engagement: Students are attentive to visual cues, eager to respond, sitting up and tracking the speaker (student or teacher), ask questions or make comments about the lesson, follow directions, interact constructively, volunteer, and work diligently.

³ Presence: Maintains student interest by using engaging body language, tone, and volume. Speaks clearly using age-appropriate language, and delivers content with confidence.

3.5	RIGOR	Teacher frequently responds to students' answers by probing for higher level understanding in an effective manner, instead of swiftly moving on.	Teacher sometimes responds to students' answers by probing for higher level understanding in an effective manner instead of swiftly moving on.	Teacher rarely responds to students' answers by probing for higher level understanding in an effective manner.	Teacher never responds to students' answers by probing for higher level understanding in an effective manner.	x1	
3.6	REACHING ALL LEARNERS	Differentiates delivery of instruction based on assessment data to meet diverse student needs.	Differentiates delivery of instruction based on assessment data to meet diverse student needs.	Attempts to differentiate.	Does not differentiate often or well.	X2	
3.7	CHECKING FOR UNDERSTANDING	Checks for understanding of content at all key moments (i.e. when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or pathway through independent practice). Gains enough information at every check to modify lesson and respond accordingly.	Checks for understanding of content but misses one or two key moments (i.e. when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or pathway through independent practice). Gains enough information from almost every check to modify lesson and respond accordingly.	Checks for understanding of content, but misses several key moments (i.e. when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or pathway through independent practice). Gains enough information from most checks to modify lesson and respond accordingly.	Checks for understanding but misses nearly all key moments OR does not check for understanding.	X2	
3.8	TRACKING STUDENT MASTERY	Teacher: 1) routinely records student progress data; 2) uses a system that allows for easy analysis of student progress towards mastery; and 3) more than 2/3 their students (2 or more of 4 surveyed) know their progress towards mastery.	Teacher: 1) routinely records student progress data; 2) uses a system that allows for easy analysis of student progress towards mastery.	Teacher routinely records student progress data.	Teacher does not routinely record student progress data	x 2	
3.9	MODIFIES INSTRUCTION	In response to data, teacher 1) re-teaches as appropriate; and 2) modifies long-term plans as appropriate.	In response to data, teacher 1) re-teaches as appropriate; and 2) modifies long-term plans as appropriate.	In response to data, teacher re-teaches.	Teacher does not re-teach.	X3	
Domain 3 Score							Total

DOMAIN 4: PROFESSIONAL LEADERSHIP

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Subtotal
4.1 CONTRIBUTION TO SCHOOL	Frequently contributes valuable ideas, expertise, and extra time OR takes on leadership roles within school or district to further the school's mission and initiatives. Goes above and beyond.	Consistently contributes ideas and expertise to further the school's mission and initiatives.	Occasionally contributes ideas and expertise to further the school's mission and initiatives.	Rarely, if ever, contributes an idea aimed at improving the school.		x1	
4.2 COLLABORATION	Demonstrate high regard for others, coaches others through difficult situations, and perceives helping others as something that makes school community successful.	Actively seeks out opportunities to work with others to contribute to a positive school environment.	Shows support for others and makes some effort to collaborate with colleagues.	Rarely collaborates with colleagues, works in isolation and is not a team player.		x1	
4.3 ORGANIZATIONAL SKILLS	Takes initiative in ensuring that appropriate priorities are set for self and others when appropriate.	Works efficiently. Responds to student, staff, and supervisor requests in a timely and professional manner.	Generally focuses on the right priorities at the appropriate times.	Demonstrates a pattern of inefficiency and lack of follow through.		x1	
4.4 PROFESSIONAL DEVELOPMENT	Teacher 1) actively pursues opportunities to improve knowledge and practice; 2) welcomes constructive feedback to improve practice; 3) shares that knowledge with colleagues and; 4) leads professional development	Teacher 1) actively pursues opportunities to improve knowledge and practice; 2) welcomes constructive feedback to improve practice and; 3) shares that knowledge with colleagues.	Attends school professional development opportunities OR struggles to receive constructive or corrective feedback to improve practice.	Shows little interest in new ideas, programs, or classes to improve teaching and learning. Resistant to changing classroom practice.		x1	
4.5 PERSEVERANCE	Teacher is resolute in attempts to remedy obstacles in student achievement in an unyielding manner. Ample evidence of commitment, hard work, patience and tenacity. Makes change and takes risks to ensure student success.	Teacher attempts to remedy obstacles around student achievement. Ample evidence of commitment, hard work, patience and endurance.	Teacher struggles to identify issues and easily gives up when faced with the academic failure of his/her students.	Teacher accepts student academic failure as par for the course.		x1	
4.6 PARENT RELATIONSHIPS	Regularly and consistently interacts with all parents and proactively develops relationships - is available for conferences and meetings, addresses areas of concern in a timely and positive manner and follows-up with parents when appropriate.	Proactively reaches out to most parents in a variety of ways. A regular effort is made and relationships established.	Attempts to reach out to some parents to provide and request information. Inconsistent efforts.	Makes little or no contact to parents.		x1	
Domain 4 Score Total							

SUMMARY AND RATING

Based on yearlong observations and classroom visits, in addition to close examination of student achievement data, evaluators can make the following conclusions based on the Effectiveness Rubric.

Overall Rating

Indicator	Score	Maximum Score	Pie Chart percentage
Purposeful Planning		20	7%
Classroom Culture		32	11%
Effective Instruction		68	23%
Teacher Leadership		24	8%
Student Growth		156	51%
Total		300	100%

Key w/data	Rating	Key w/out data
269-300	Highly Effective	137-147
239-268	Effective	117-136
179-238	Progressing	88-116
178 or below	Ineffective	87 and below

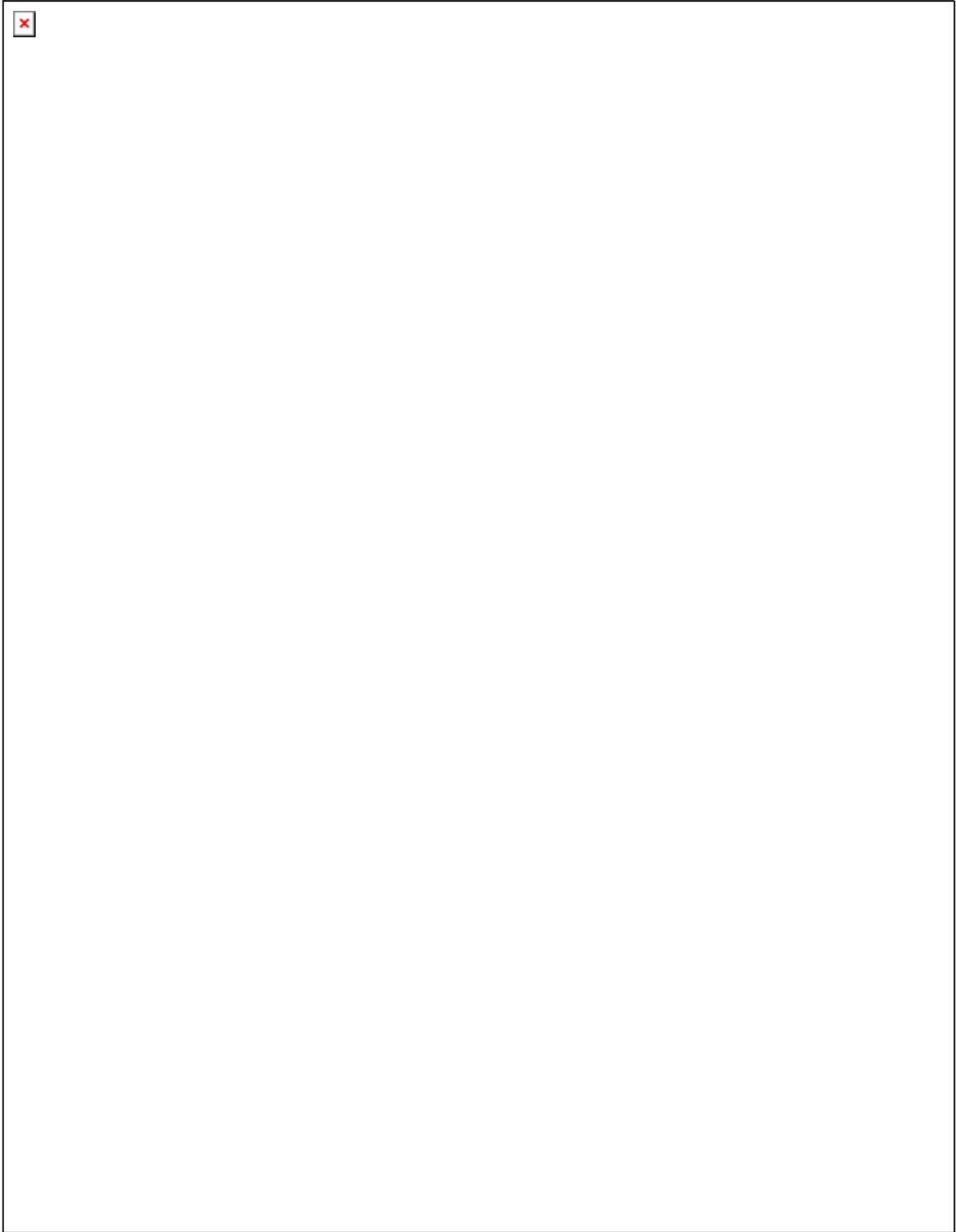
Strengths	Specific Growth Areas

of Personal Days: _____ # of sick days: _____ Total: _____ # of Professional Days: _____
 Employee Signature: _____ Date: _____ Supervisor Signature: _____ Date: _____

East Allen County Schools

East Allen County Schools' Principal Evaluation Form

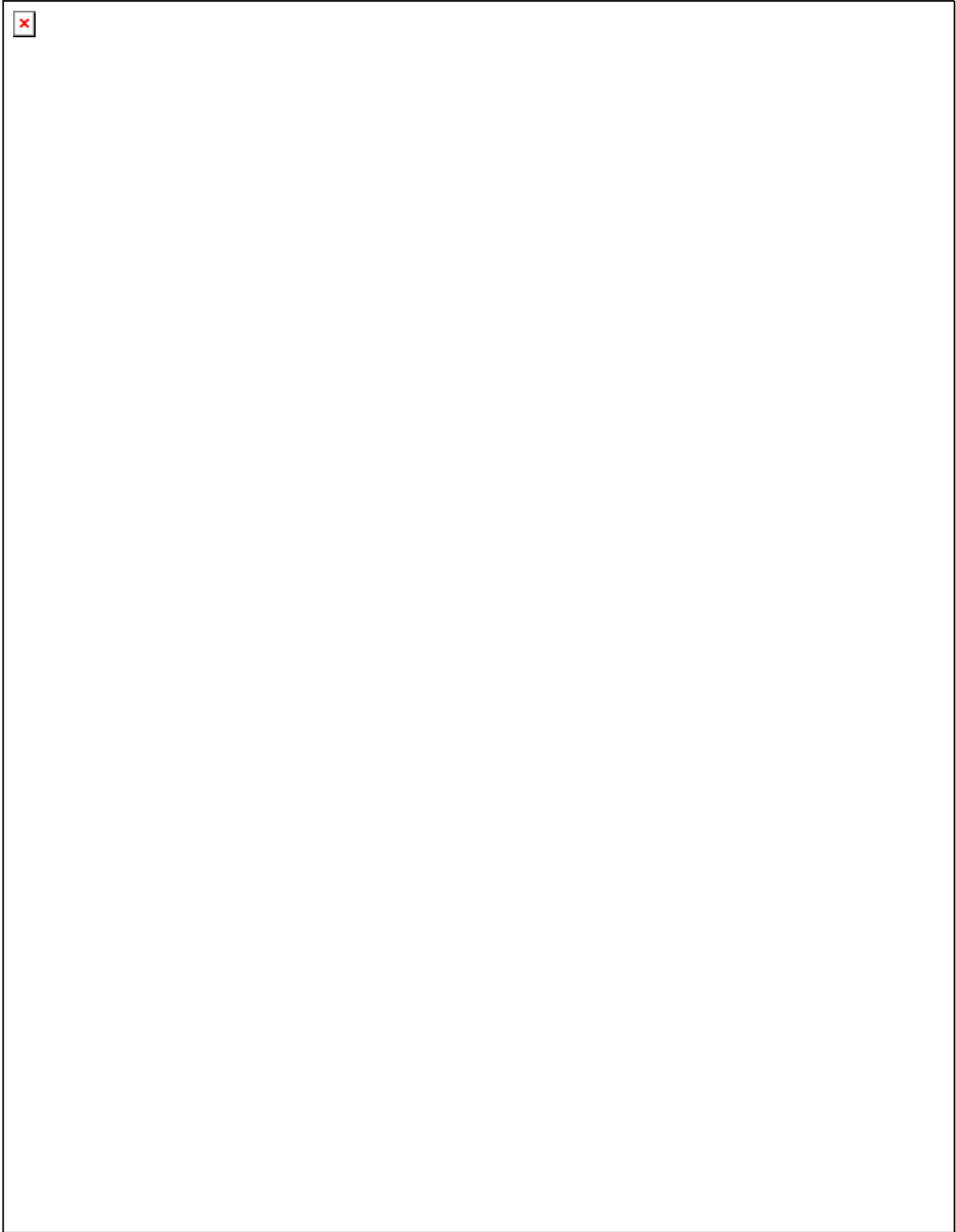
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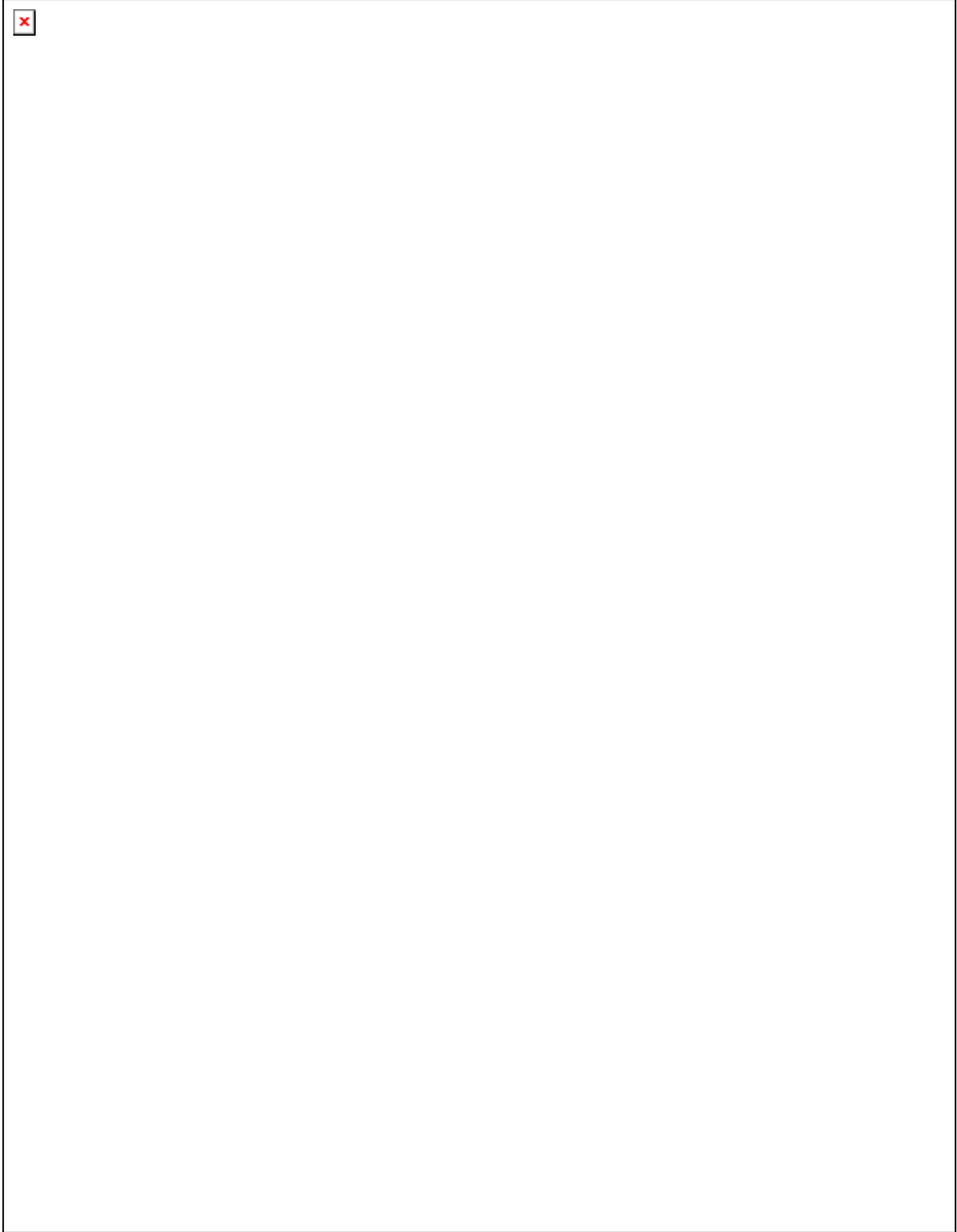


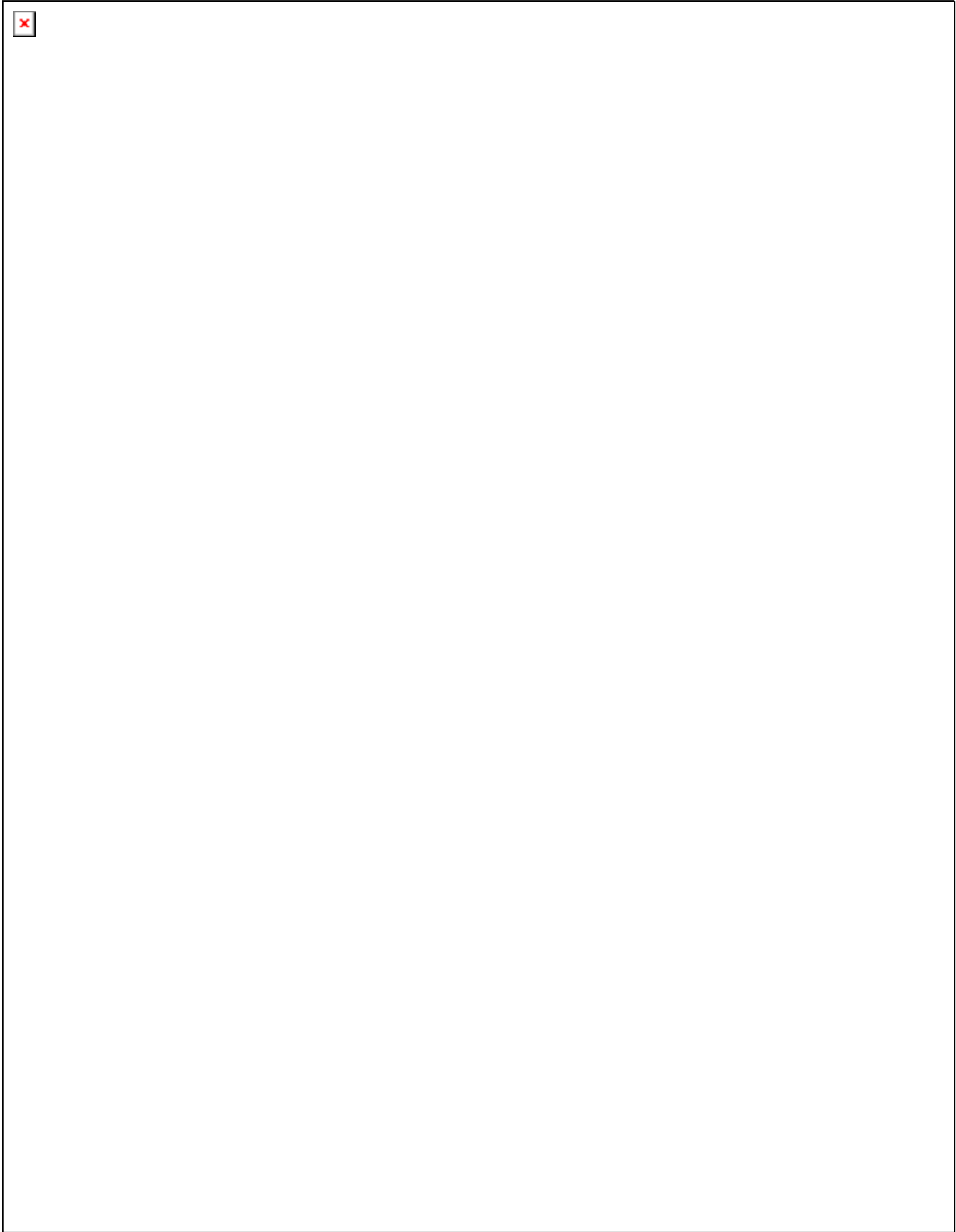
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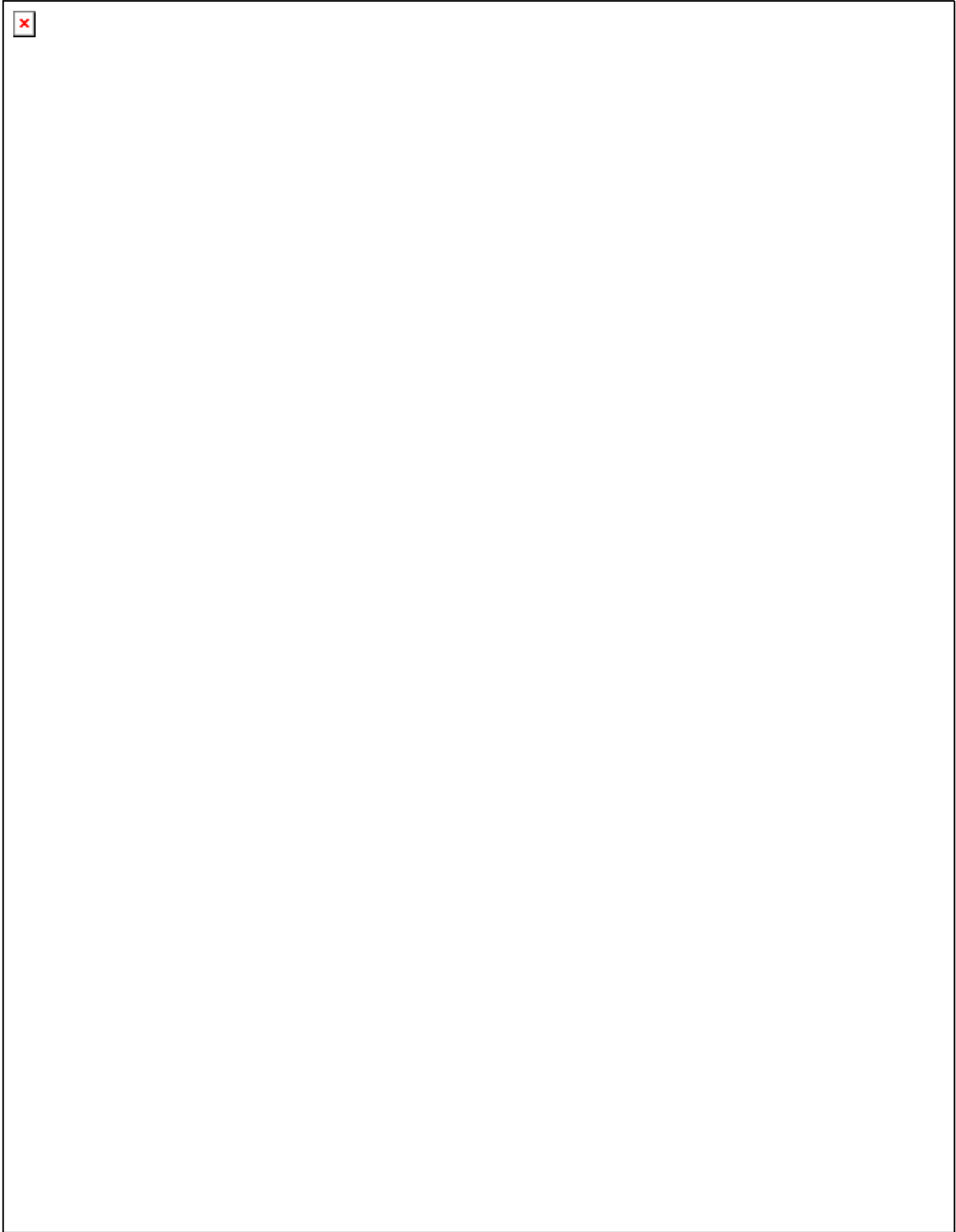
Indiana Department of Education's Principal Effectiveness Rubric 2010 (Draft Version #4)

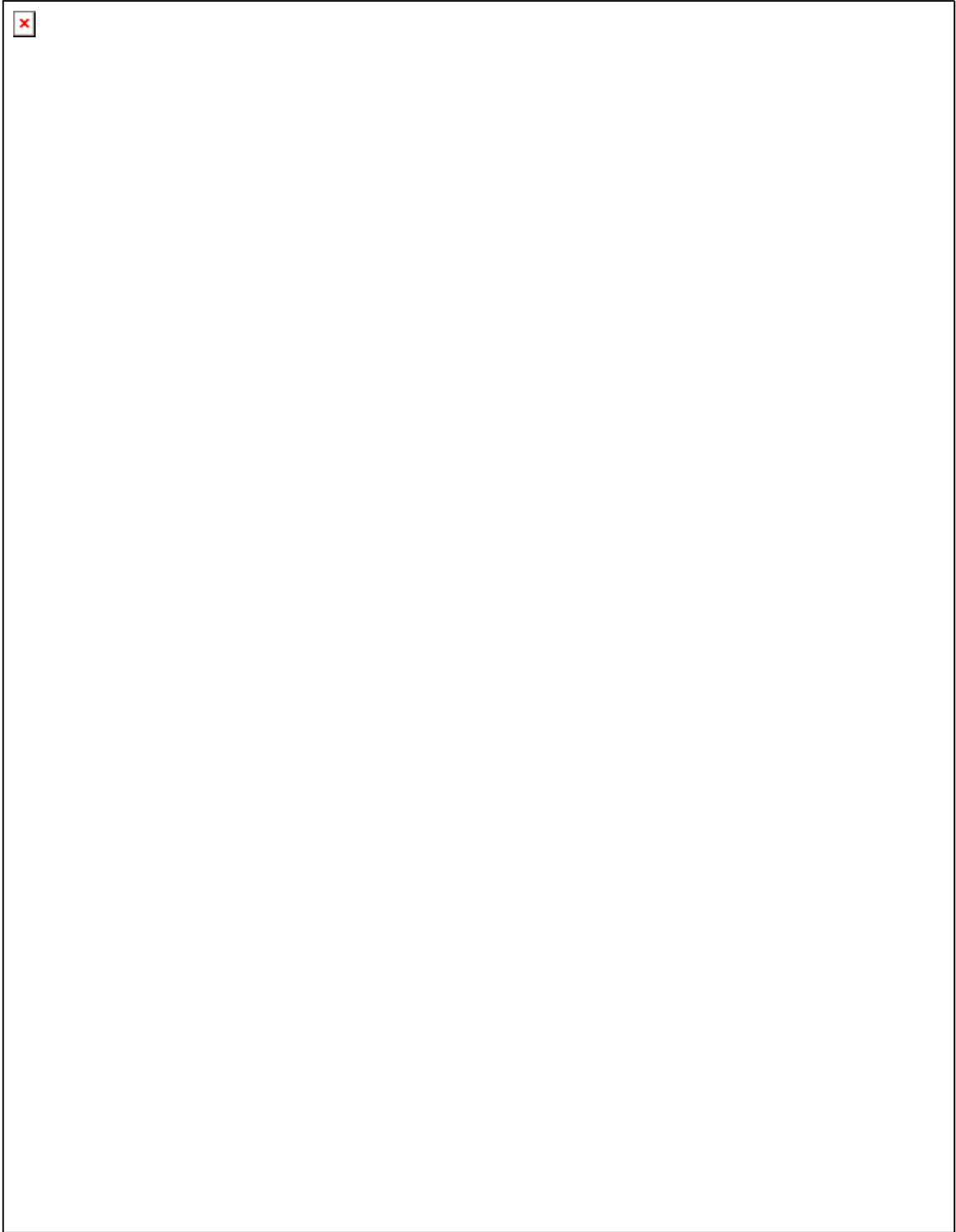
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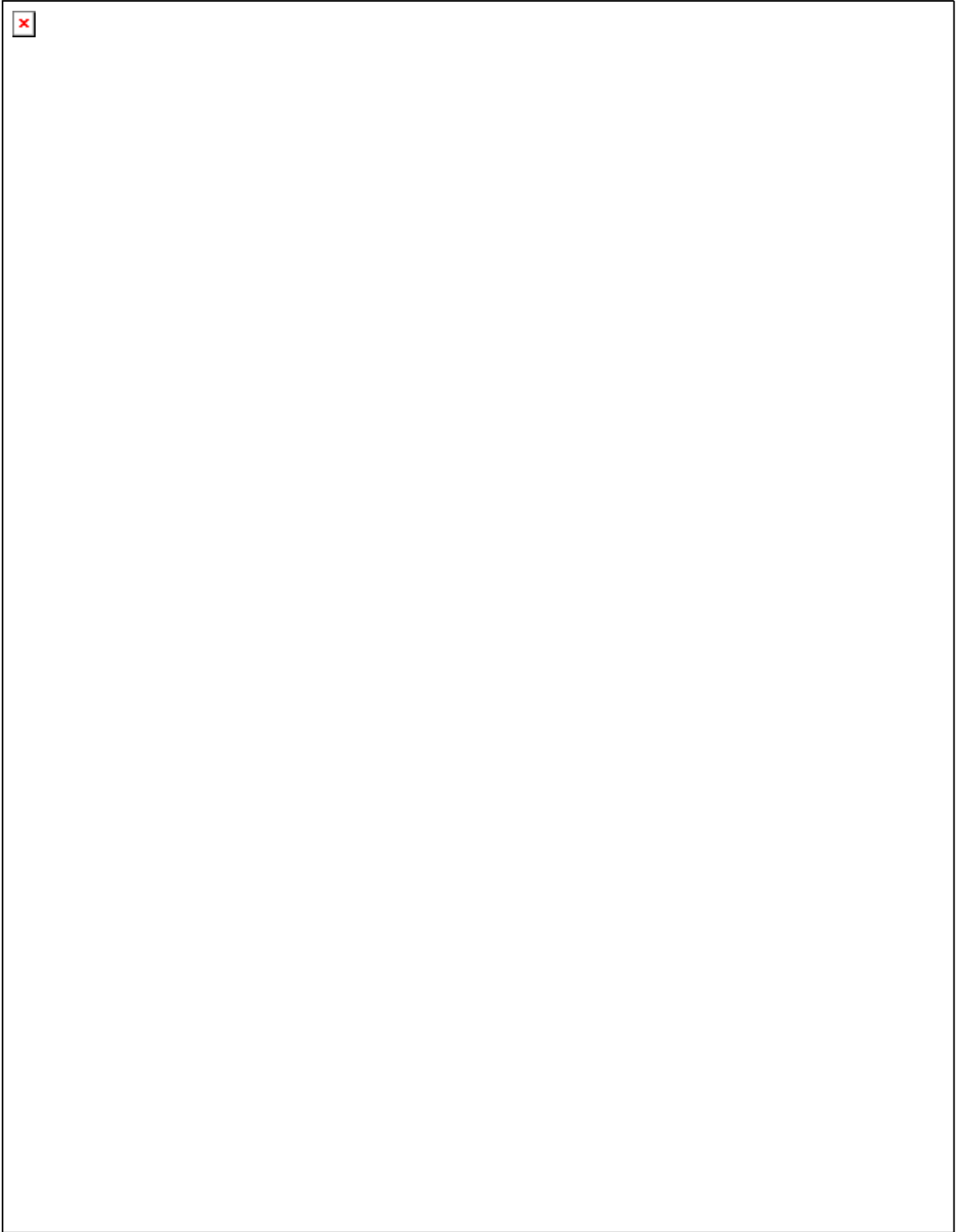


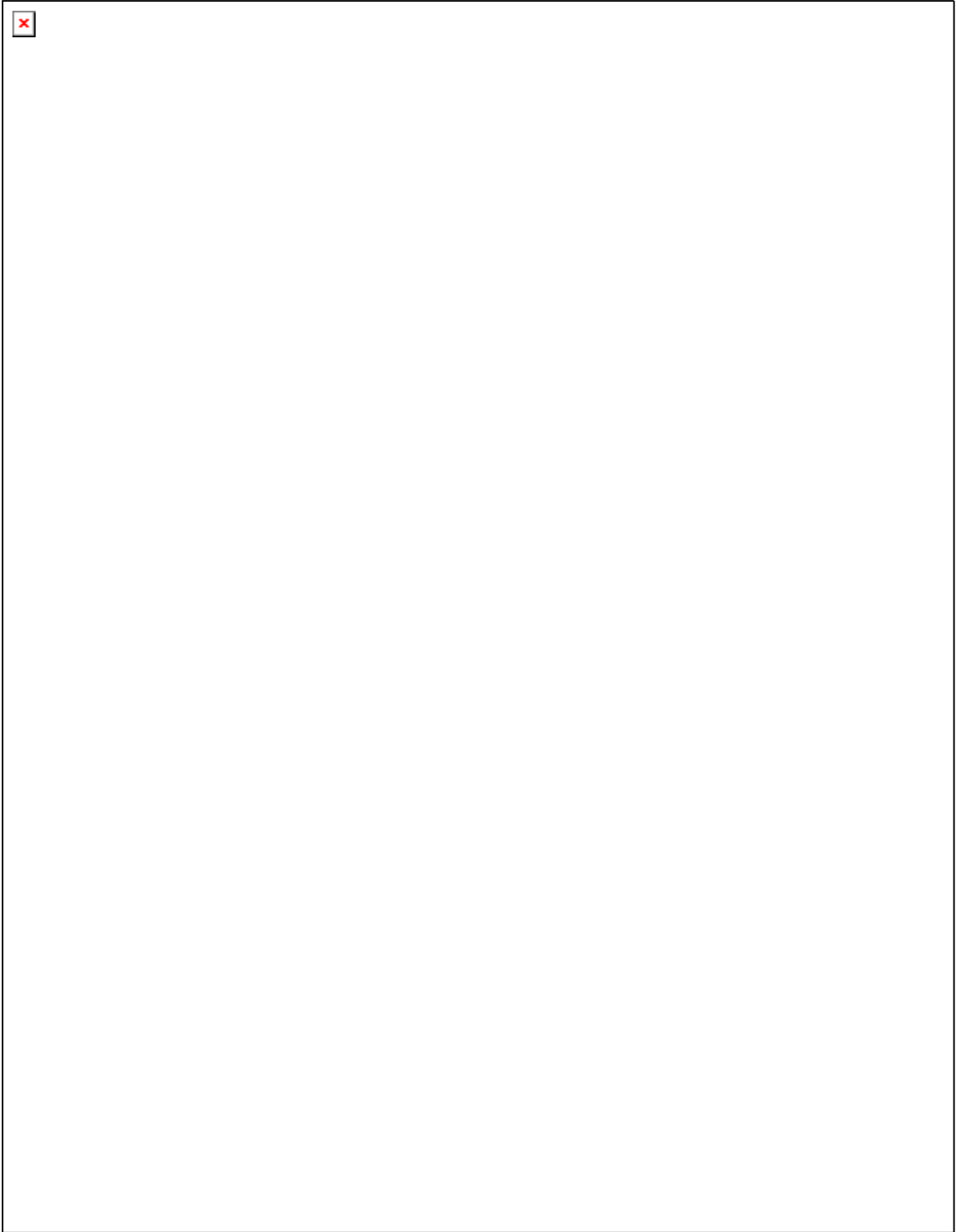


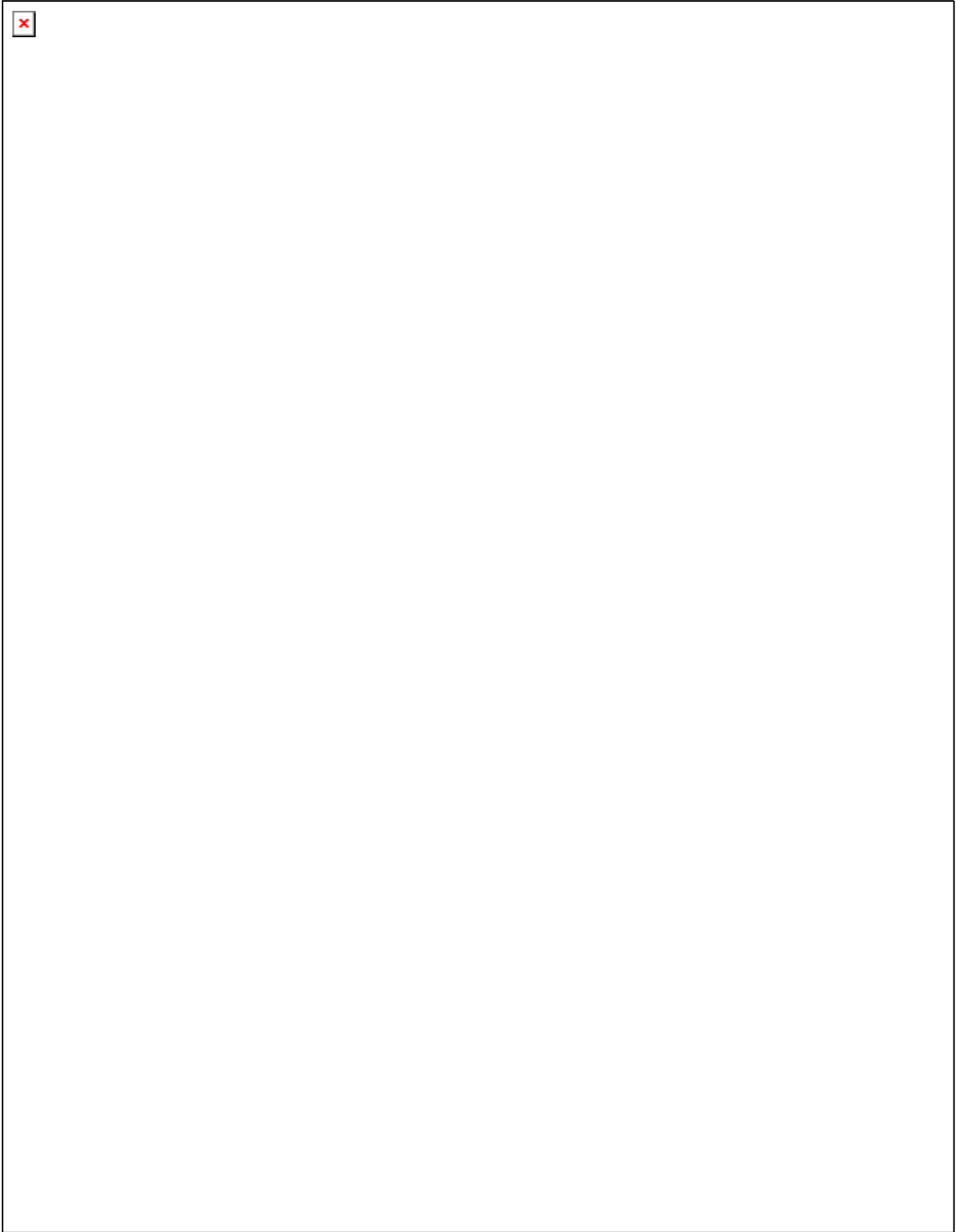


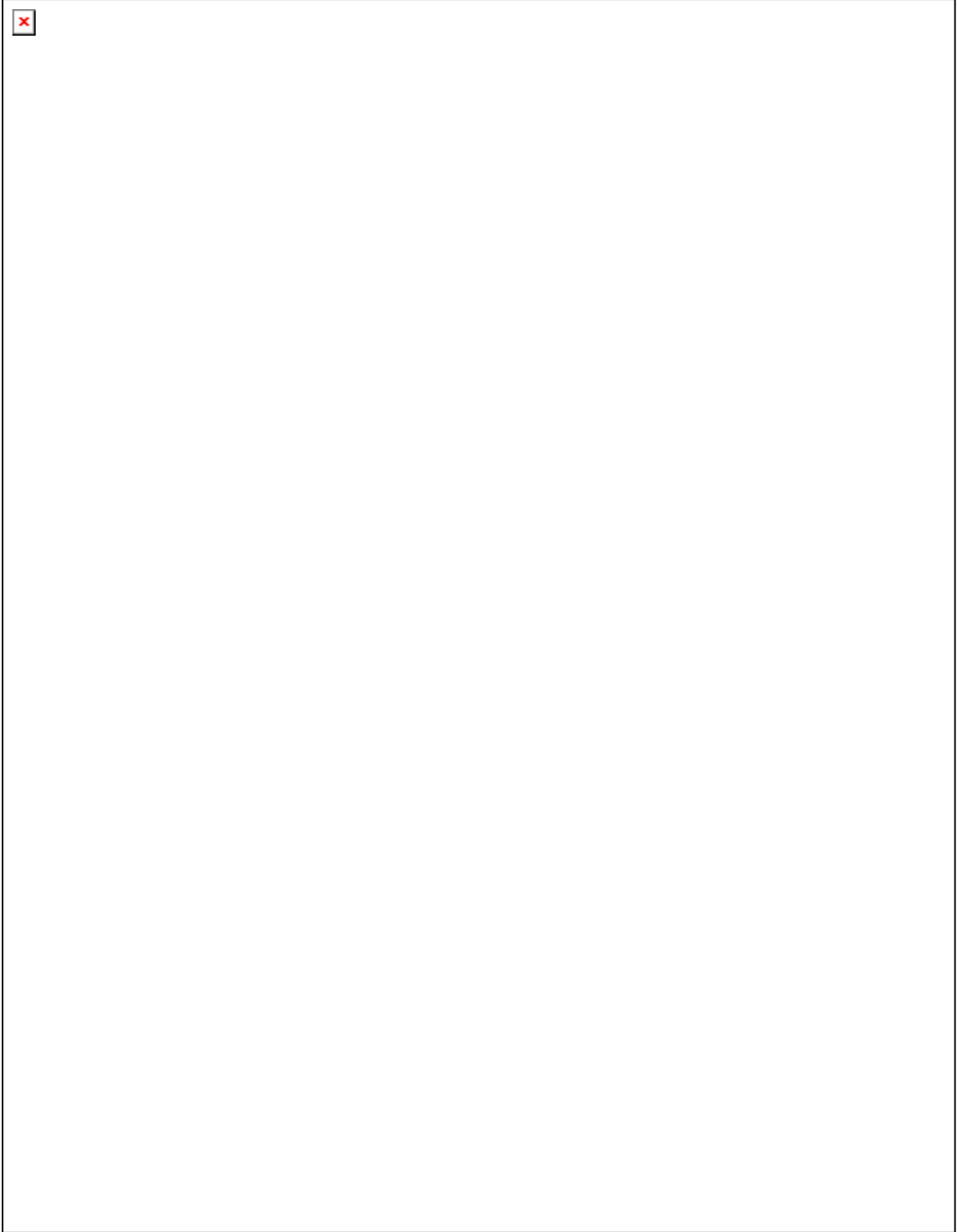


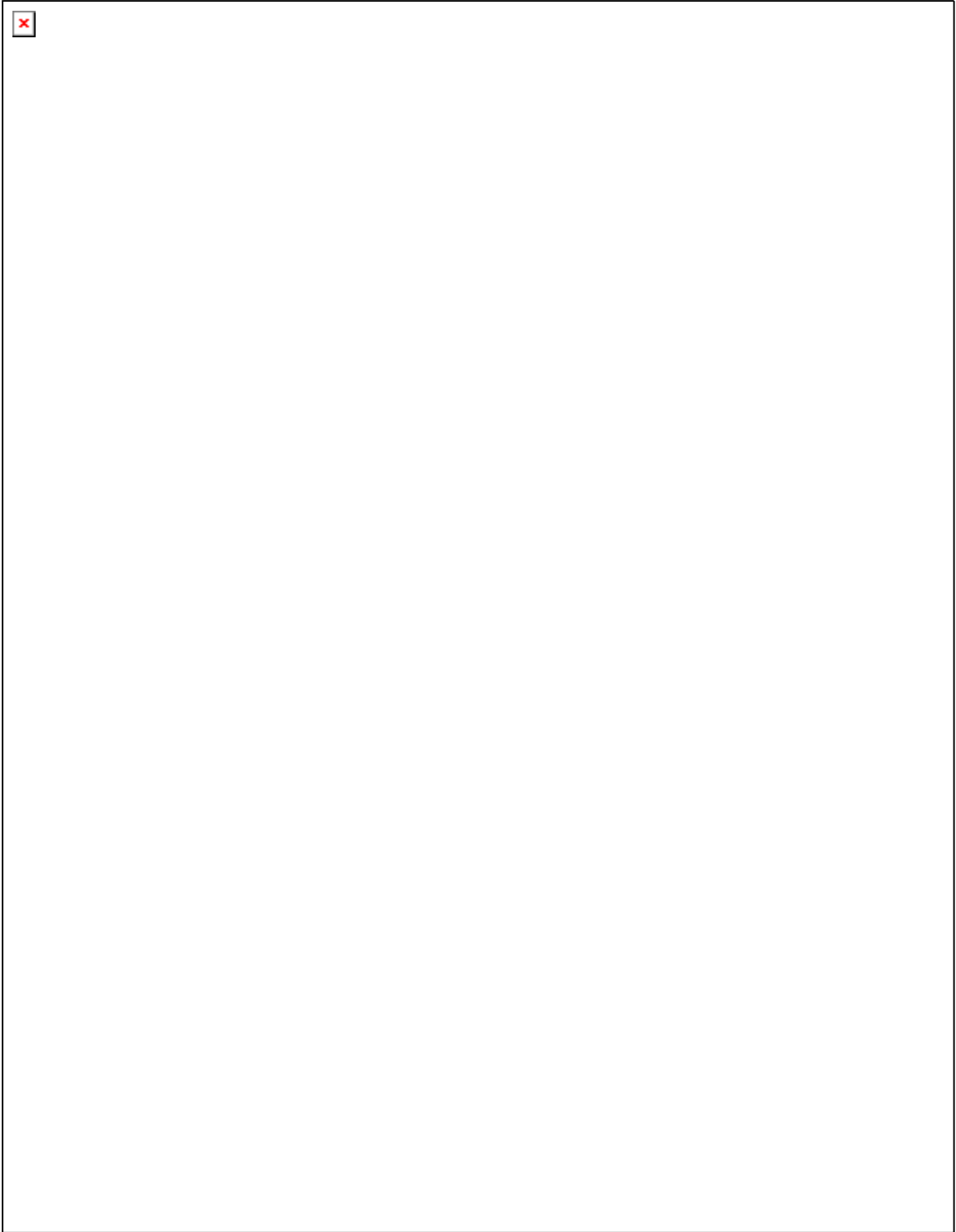












East Allen County Schools

Extended Learning Time: Teacher Form

(Based upon the Clarence Edwards Middle
School (Boston, MA) model)

Section 1003g Application

Name: _____ E-mail: _____ Date: _____

**PRINCE CHAPMAN ACADEMY
EXTENDED LEARNING STAFF INVENTORY Fall 2010**

Please complete this form clarifying your level of interest in either continuing to teach or wanting to teach an academic league/elective class for the fall semester. (*Academic League/elective classes will be selected by Administration and will be determined on a needs basis*).

Parameters:

- ELT teachers paid through EACS will be paid the EACS negotiated hourly rate.
- ELT pay is retirement worthy for teachers.
- PCA staff members interested in teaching in the Expanded Day Program are given first priority if they apply before July 31, 2010. (*Electives are assigned based on student interest and may change once students are assigned due to low participation*).
- Turn in this form to Ms. Magneson by e-mail to bmagneson@eacs.k12.in.us by July 31st.

Subject: _____ I will continue
_____ I want to teach an Academic League
_____ I am not interested

Commitment: Monday thru Thursday Time TBD (depending on new schedule)

Elective A Day Yes No **Elective Topic:**

Brief explanation of activities: (*Clarify if your class is currently closed*)

Commitment: Tuesday / Thursday Time TBD

Elective B Day Yes No **Elective Topic:**

Brief explanation of activities: (*Clarify if your class is currently closed*)

Commitment: Tuesday / Thursday Time TBD

Substitute (as needed) Yes No

Circle the following days you will be available and specify Academic League, Electives, or BOTH:

Commitment: Monday Tuesday Wednesday Thursday

Other: (Office, Support Staff) Yes No

Circle the following days/times you will be available:

Commitment: Monday Tuesday Wednesday Thursday

Comments: _____

I am not interested at this time in teaching during ELT _____

East Allen County Schools

Extended Learning Time: Student Selection Form

(Clarence Edwards Middle School (Boston, MA) model form – our form will be similar)

Section 1003g Application

11. Young Men's Forum - Alvarez

Name _____ Homeroom: _____

Student # _____

Please be sure to list 3 DIFFERENT classes below. Also make sure each class has a level of interest circled. This will help us place you into the appropriate class. If this form is not filled out correctly - it will be returned to you for corrections.

My top three choices are:

1st choice _____

2nd choice _____

3rd choice _____

I have read these options with my child and I agree with their choices.

Parent/Guardian Signature

_____ phone number

Classes will be filled on a first-come, first-served basis. Choice Shree will not be accepted without a parent/guardian signature.

11. **Young Men's Forum – Alvarez**
In this elective students will debate, discuss, and discover various topics. Students will listen to panels with various backgrounds. They will also go on a few off campus excursions. This course will focus on assisting students progress socially and academically.

No Interest Little Interest Some Interest Lots of Interest

Do NOT sign up for these classes...Students are selected by teachers:

2. English as a Second Language (ESL) – Ms. Wang
Students in this class are pre-selected. This class will further improve your basic English skills, including speaking, listening, reading and writing in literature, social studies, science and math. We'll use a lively and interactive approach to help you reach your language goals.

13. Read 180 - Mr. Ford
Students in this class are pre-selected based on teacher
recommendation for extra reading comprehension and vocabulary
building.

- 1.4. Musical Theater – Ms. McKeen & Mrs. Campanella – Principals Only**
From hanging lights to set design and costuming, all cast members will work to support and produce their show! Some Saturday rehearsals will be required! Students have auditioned and those chosen as Pink Ladies and T-Birds will be placed into this class.

- 15. Basketball (Girls & Boys) Parris & Kennedy Both A & B Days**
Try-outs will determine who is in this class.

B Day - Tuesday & Thursday

1. **Art - Ms. Malgieri**
Learn to create and unleash your inner artist! If you love to draw, paint, create, glue this class is for you. Want to improve your skills in order to apply to Boston Arts Academy? Come join a class that can help you strengthen your skills as you learn new techniques to become a fabulous artist! All students will complete a portfolio of material for an annual art exhibit.
No Interest Little Interest Some Interest Lots of Interest
2. **Rock Band - Mr. Collins/Mr. McKeen**
Do you want to rock! Come learn how to by creating your own rock band! Guitar, bass, singing, drums...this class has it all. This is an advanced music program and all students enrolled must have prior musical experience.
No Interest Little Interest Some Interest Lots of Interest
3. **Beginning Swimming - Ms. Berman**
Are you comfortable standing in 4 feet of water? Are you able to follow directions, want to improve your swimming skills and willing to learn more about water safety? If so, come join us! Swim suit, towel and flip flops required.
No Interest Little Interest Some Interest Lots of Interest
4. **Soccer - Dr. Mansaray**
Come show the rest how it's done. Join the SCORES program and represent your school as you compete against other BPS Middle School soccer teams. Students will both teach and learn soccer skills and drills as they refine their skills and improve their game. THIS CLASS IS FOUR DAYS A WEEK (M-TH)
No Interest Little Interest Some Interest Lots of Interest
5. **Breakdancing - (Bird Street Community Center), Lino/Rashaan**
Students will work with a professional break dancing instructor from the *Floor Lords*, to learn basic break dancing moves, rhythms, transitions, and choreography to form dance teams that feature both group and solo opportunities. The dancers will perform at various times throughout the year.
No Interest Little Interest Some Interest Lots of Interest
6. **Cheerleading - Ms. Ziminski (6th - 8th)**
Cheerleading is open to 6th, 7th and 8th grade boys and girls -tryouts are NOT required and no experience necessary. You must be able to attend basketball games that run past the hours of school and have transportation home (or be able to take the T). You are expected to be an upbeat role model within the school, maintain good grades and have a positive attitude. There is a small \$20 uniform fee. Priority goes to those who choose this class as their first choice.
No Interest Little Interest Some Interest Lots of Interest
7. **Got Homework? -Ms. Quashie (T) and Ms. Levine (Th) (6th-8th)**
Would you like a quiet place to do your homework during school? Are you a serious student who wants to maintain a high academic standing? If this is you, join Ms. Levine and Ms. Quashie for Homework Help on Tuesdays and Thursdays.
No Interest Little Interest Some Interest Lots of Interest
8. **Tennis - Ms. Lubin (6th-8th)**
Beginning Tennis lessons. Raquet and ball provided. Learn how to stand, se and effectively hit the ball; build skills to be able to participate in a match (game) against your classmates. Bring your sneakers!
No Interest Little Interest Some Interest Lots of Interest
9. **Step - Mr. Ollivierre/Sherman (6th-8th)**
Stepping at the Edwards is a longstanding and well-respected tradition the weaves together performance art (dancing, singing, and gymnastics) and leadership development (confidence, scholarship, teamwork, and integrity). Steppers are school representatives and engage in performances and servi projects regularly.
No Interest Little Interest Some Interest Lots of Interest
10. **Track - Mr. Magee (6th-8th)**
Running, short and long, shot put, long-jump...are you interested? Come and join us and be part of the team! Must have physical by March. Be prepar to learn about ALL track events and running techniques!
No Interest Little Interest Some Interest Lots of Interest

East Allen County Schools

Request For Proposal (RFP) for Community Partners

Section 1003g Application

**EAST ALLEN COUNTY SCHOOLS
TRANSFORMATION SCHOOLS PARTNERSHIP APPLICATION**



Applicant Information – Due June 8, 2010

Legal Name of

Organization: _____

Address: _____

Telephone: _____ Fax: _____

Executive Director/CEO: _____ E-mail: _____

Project Participant & Title _____ E-mail: _____

Federal I.D. _____

Please provide a brief history of your organization, including the date it was founded and its mission (limit one page, single-spaced):

Frequency of board meetings (attach board roster): _____

Number of people served annually by the organization: _____

Total number of staff: _____

For the following questions, please limit your answers to one page, single-spaced.

- 1) Describe the elective course/s you will offer and how students will benefit from the course/s.
- 2) Explain how you will implement the course/s. Please provide an outline of the course/s for a 12-week period.
- 3) What student outcomes from the electives document will you address?
- 4) How will your elective course/s be staffed?
- 5) Which school and grade level do you prefer?

Prince Chapman Academy: __Grade 6 __Grade 7 __Grade 8

Harding High School: __Grade 9 __Grade 10 __Grade 11 __Grade 12

Note: Applicants who are selected to participate in this initiative must complete a criminal background check. Applicants who are selected to participate also must be willing to attend a one-day training session in summer 2010.

_____	_____
Director (or equivalent)	Date

_____	_____
Person completing application	Date

All applications are due by **Tuesday, June 8, 2010 at 5 p.m.** Applications can be submitted electronically to dgoeglein@eacs.k12.in.us, or you may mail your application to the following address: Dana Goeglein, Title I Coordinator, 1000 Prospect Avenue, New Haven, IN 46774. Questions should be directed to Dr. James Hendrix at 446-0100, ext. 5428.

If you want to receive an electronic version of this form, please send an e-mail message to dgoeglein@eacs.k12.in.us.

East Allen County Schools

Parent Academy Brochure

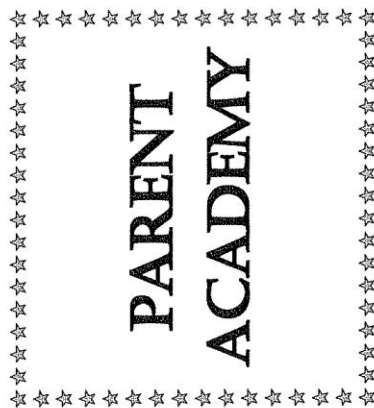
Section 1003g Application

Workshop Locations

Prince Chapman Academy
4808 E. Paulding Rd
Fort Wayne, IN 46808

Paul Harding High School
6501 Wayne Trace
Fort Wayne, IN 46816

East Allen County Schools



Parent Workshops to help
your child succeed!

East Allen County Schools
1240 SR 930 E
New Haven, IN 46774

Rev 6/10

Program Design

The Parent Academy is

designed to provide workshops and learning opportunities for parents to help their children succeed in education. Programs will be offered at no cost and transportation will be available upon request. Childcare and refreshments will be provided at the workshops.

Workshops

“College Applications and Financial Aid: How to apply and obtain information”

“Communicating with your Child’s Teacher”

“Intro to the English Language”

“Basic Computer Skills”

“Understanding your Child’s Test Scores”

“Staying Healthy and Active”

“Local Resources: What are they and how can they help?”

“Potential Career Development Opportunities”
(Parent and Student)

CONTACT

For more information or to register for a workshop, please

contact the following:

Dana Goeglein
Title I Office
(260) 446-0269
dgoeglein@eacs.k12.in.us

East Allen County Schools

Job Descriptions / Postings

Section 1003g Application

East Allen County Schools

Position: Middle School Transformation Principal

Qualifications:

1. Five or more years experience in an educational setting.
2. Demonstrated track record and appropriate credentials to implement the Transformational Model
3. Effectively advocated, nurtured, and sustained a school culture and instructional program conducive to student learning and professional growth of staff at the middle school level.
4. Possess competencies that are critical to succeed in a turnaround school: orientation toward results, action, impact, and influence; development of high performing teams; strategic planning and problem solving skills for immediate success; and the confidence to lead in a challenging situation while believing in the ability to effect change.
5. Proven history of innovation, performance, and experience in an urban school setting and demonstrated track record to implement the transformation model.
6. Demonstrated use of data in decision making.
7. Ability to motivate and focus staff on relevant issues/challenges.
8. Ability to provide leadership and supervision in curricular and extracurricular programs and activities.
9. Demonstrated knowledge, skill, and advocacy in the use of technology.
10. Demonstrated knowledge of conflict resolution skills, communication skills, and leadership theory.
11. A valid Indiana secondary administrative license.

Primary Position Responsibilities:

1. Lead the implementation of strategies to improve student achievement.
2. Carry out responsibilities to ensure the school is operated in a safe and efficient manner.
3. Direct a staff development program that promotes professional growth and assists in school transformation.
4. Observe, supervise, coach and evaluate all staff using a variety of techniques.
5. Implement the curricular program and ensure its relevancy, rigor, and responsiveness to student needs.
6. Lead a data driven instructional initiative using assessments for the development of instructional action plans in all curricular areas.
7. Assist in the recruitment and selection of staff members to ensure the needs of the educational program of the school are met.
8. Create an infrastructure for materials and facilities management and scheduling.
9. Implement Positive Behavioral Interventions and Supports program.
10. Communicate and meet with individual whereby creating a participative environment and positive public relations.
11. Provide organizational structure and student accountability to programs serving the students.
12. Direct the specific business functions of the school to ensure the school is operated in a fiscally responsible manner.
13. Perform duties that may arise or are assigned to accomplish the goals and the responsibilities of the school and the district.

Position Goal: To transform low-performing middle school into excellent learning environment where all students can achieve at high levels regardless of background.	Salary: Compensation will be based on EACS administrative salary schedule and policies in effect at the time duties are assumed. Incentive bonus based on success of program.
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Length of Contract: 240 days or 11 months per year

If interested, please complete an on-line application, and submit a cover letter, resume, and any additional information enabling EACS to give comprehensive consideration to your candidacy on or before May 14, 2010 to prohrbacher@eacs.k12.in.us

Peggy Rohrbacher, Director of Human Resources - East Allen County Schools
1240 State Road 930 East ~ New Haven, IN 46774 FAX: 260-446-0107



East Allen County Schools

Title I Office

4808 E. Paulding Rd Fort Wayne, Indiana
Telephone 260-446-0269 – Facsimile 260-446-0275

Community Coordinator Job Description

Requirements

1. Ability to collaborate with staff members to implement and assess extended learning opportunities to meet the needs of students
2. Evidence of good interpersonal skills with students and colleagues
3. Willingness to learn and apply new skills and knowledge
4. Ability to communicate well using oral and written language.
5. Extensive knowledge of the community and local area.
6. Schedule flexibility to attend mandatory late afternoon or evening inservices
7. THIS IS NOT A UNIT POSITION

Job Description

1. Support the Community Specialist by assisting with scheduling, program management, and day-to-day operations within the school.
2. Maintain records of community partnerships and update daily log of outside visitations by community partnerships
3. Report to the school's Community Specialist.
4. Serve as receptionist for the Community Specialist.
5. Produce community publications, parent letters and newsletters
6. Prepare agreements and contracts for contracted services.
7. Submit payroll adjustment forms and vouchers
8. Create forms as needed
9. Other duties as assigned by supervisor and/or Turnaround Division Administrator

East Allen County Schools

Position: Community School Dean/Manager for Transformational Schools

Qualifications:

1. Demonstrated desire and experience to work in an administrative role at the secondary school level.
2. Administrative license is required.
3. Ability to motivate and focus staff on relevant issue/challenges.
4. Ability to provide leadership and supervision in curricular and extended learning program and activities.
5. Ability to read, analyze, and interpret common educational journals, financial reports and legal documents.
6. Ability to respond orally and in written form to common inquiries or complaints from students, parents, and co-workers.
7. Ability to effectively present information to teachers, students, parents, and other administrators.
8. Ability to define problems, collect data, establish facts, and draw valid conclusions
9. Ability to work on multiple tasks.
10. Applicants must have completed a minimum of three (3) years of classroom teaching experience.
11. Demonstrated knowledge and skill in the use of technology.
12. Demonstrated knowledge of conflict resolution skills, communication skills, and leadership theory.
13. Demonstrated knowledge of community resources.

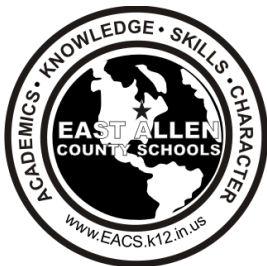
Primary Position Responsibilities:

1. Directs, coordinates, and collaborates with Family Group Specialist to implement the Family Group Model and Restorative Justice as the discipline program for the school.
2. Manage Positive Behavior Intervention Supports.
3. Counsels or advises individuals and groups on matters pertaining to personal problems, educational and vocational objectives, and social and recreational activities.
4. Responsible for all matters related to supervision of students, and coordinates school safety program. Other duties may be assigned.
5. Represents the school in the community on matters pertaining to student behavior program and activities
6. Establish and maintain an atmosphere of high expectations so that students and staff will attain their potential.
7. At the high school level, oversees the Freshmen/Sophomore Mentor Program.
8. Direct an extended learning program so that each student participates in an elective that will enhance individual skills, a sense of worth, and working as part of a team or group.
9. Maintain facilities, equipment, and grounds to provide a safe and attractive environment.
10. Communicate and meet with individual and groups, both publicly and privately, to discuss the philosophy, policies, and programs of the school and its activity program, whereby create a participative environment and positive public relations.
11. Direct the specific business functions of the school as they pertain to the student activity program to ensure the school's student activities' program is operated in a fiscally responsible manner.
12. Select and evaluate personnel that direct each student activity with input from the building principal.
13. Coordinate the evaluation of classified employees in regards to extra-curricular programs.
14. Manage building-level student transportation programs.
15. Direct, schedule, and collaborate with all staff on the usage of the school buildings and grounds.
16. Serve as the building-level Director of School Safety and Security.
17. Perform other duties that may arise or are assigned by the building principal to accomplish the goals and responsibilities of the position.

Application: Candidates must submit a letter of interest and a resume with references to:

Peggy Rohrbacher, Director of Human Resources
East Allen County Schools
1240 State Road 930 East
New Haven, IN 46774
Fax: (260) 446-0107
prohrbacher@eacs.k12.in.us

It is the policy of East Allen County Schools to provide equal employment opportunity to all applicants and employees in a harassment-free environment without regard to age, race, color, national origin (including limited English proficiency), gender, or disability.



East Allen County Schools
1240 State Road 930 E. New Haven, Indiana
Telephone 260-446-0100 Facsimile 260-446-0107

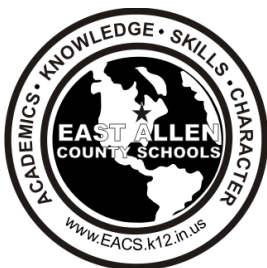
Family Group Specialist Job Description

Requirements

1. Passion for creating plans and processes for student success as a life long learner.
2. Demonstrated ability to collaborate with a team of professionals, problem-solve issues, organize events, and meet deadlines.
3. Successful experience working with children at all levels
4. Willingness to learn and apply new skills and knowledge
5. Demonstrated interpersonal skills and the ability to relate to all stakeholders within the community.
6. Ability to communicate well through written and oral language with a diverse group of individuals
7. Ability to understand a diverse student population and community group
8. Knowledge of community resources and compassion for students and members of the community
9. Ability to generate new initiatives and processes within the program and also take direction and demonstrate team effort
10. Understanding of a student's academic and personal needs
11. Ability to manage a case load of a maximum of 20 students
12. Must have a flexible work schedule- evening meetings required
13. Must hold a valid driver's license
14. Must be able to attend training on July 12 and July 13, 2010.

Roles and Responsibilities

1. Create individual plans for students and family groups based on academic needs
2. Schedule three home visitations with elementary students and their family groups
3. Collaborate and meet with family groups 4 times at the school during the school year
4. Organize and coordinate family involvement opportunities at school events, (i.e. parent commitment events, family group volunteer opportunities, school aid opportunities)
5. Monitor student's progress in the areas of attendance, academics, and behavior.
6. Coordinate parent commitments and maintain contact with parents throughout the school year
7. Maintain parent communication logs for each individual student and their family group
8. Implement the Family Group Model within assigned school
9. Provide monthly written updates to the Manager of Family Group Support for each student.
10. All other duties as assigned by Manager of Family Group Support or building principal.



East Allen County Schools
1240 State Road 930 E.
Telephone 260-446-0100

New Haven, Indiana
Facsimile 260-446-0107

Instructional Coach Job Description

Summary:

The Instructional Coach focuses on providing professional development for teachers by providing them with the additional support needed to implement various instructional programs and practices. They provide essential leadership for the schools' literacy and numeracy program by helping create and supervise a long term staff development process. Funded through Title I LEA Improvement Funds.

Qualifications:

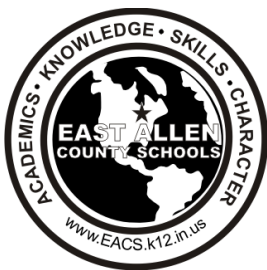
1. Bachelor's Degree minimum/teacher certification required
2. Master's degree in literacy or education preferred
3. Successful previous teaching experience
4. In-depth knowledge of reading processes, acquisition, assessment, and instruction. Includes participation and/or leadership in balanced literacy and/or balanced mathematics district training.
5. In-depth knowledge of district language arts and mathematics curriculum.
6. Advanced computer skills

Essential Duties and Responsibilities:

1. Plan lessons with teachers
2. Meet weekly with building principal
3. Participate in school leadership team if applicable.
4. Report and analyze student assessment data
5. Plan and conduct professional development sessions for all staff and for small groups of teachers.
6. Administer assessments to individuals or groups
7. Provide for demonstration teaching in classrooms on balanced literacy and/or balanced mathematics strategies.
8. Evaluate children in groups or individually
9. Serve as a resource in the area of reading and/or mathematics for paraprofessionals, teachers, administrators, and the community.
10. Work cooperatively and collaboratively with other professionals in planning programs to meet the needs of diverse populations of learners.
11. Submit ongoing student data reports to principal and district office.
12. Compile student data for state compliance audit purposes.
13. Participate in grant writing.
14. Prepare evaluation of school literacy and/or numeracy program to determine strengths and weaknesses.
15. Establish and/or maintain professional library and book room.

Skills:

1. Lifelong learner
2. Accustomed to reflecting on their own practice and making adaptations to improve instruction.
3. Excellent presentation skills and familiarity with leading teacher groups to facilitate reflection.
4. Excellent oral and written communication.



East Allen County Schools
1240 State Road 930 E. New Haven, Indiana
Telephone 260-446-0100 Facsimile 260-446-0107

Manager of Community Partnerships Job Description

Summary:

To plan, organize, and supervise citizen schools operations; to coordinate volunteer programs; to work closely with community groups and agencies; to develop and implement a variety of technical tasks related to the citizen schools program.

Qualifications:

1. Bachelor's Degree required
2. Master's degree in education preferred
3. Advanced computer skills

Essential Duties and Responsibilities:

1. Coordinate the recruitment, orientation, training, and recognition of citizen schools volunteers. Develop system policies and procedures.
2. Participate in structured collaborative school-community partnerships.
3. Consult with community groups, business leaders, school principals, and other representatives about program implementation.
4. Plan workshops, conferences, presentations, and orientations; research the needs of the citizen schools; assist community groups in selecting school electives to present.
5. Conduct interval evaluations of program; prepare program data monthly.
6. Provide information to the public about citizen schools programs, investigate complaints, and recommend corrective actions.
7. Maintain website
8. Assure the availability of school facilities for agencies and groups participating with the citizen schools.
9. Provide information for parent involvement activities to schools, community, and media.
10. Meet weekly with the Executive Director of Student Support
11. Meet regularly with community mentors.
12. Conduct evaluations of community mentors with input of building principal.
13. Perform related duties as assigned.

Skills:

1. Extensive knowledge of the community.
2. Excellent presentation skills and familiarity with leading teacher groups to facilitate reflection.
3. Excellent oral and written communication.



East Allen County Schools
1240 State Road 930 E. New Haven, Indiana
Telephone 260-446-0100 Facsimile 260-446-0107

Manager of Family Group Support Job Description

Requirements

1. Bachelor's degree in social work/behavior science preferred.
2. Knowledge of the judicial system and passion for motivating student to become successful learners.
3. Leadership skills evidenced by prior experience.
4. Evidence of good interpersonal skills with students and colleagues
5. Willingness to learn and apply new skills and knowledge
6. Ability to communicate well using oral and written language.
7. Extensive knowledge of the community and local area.
8. Schedule flexibility to attend mandatory late afternoon or evening meetings.
9. THIS IS NOT A UNIT POSITION

Job Description

1. Manage family group process and implement Restorative Justice and Family Group Model
2. Manage Family Group Specialists to implement STAR program at the elementary level and Family Group Model and Restorative Justice at all levels.
3. Work to institute Restorative Justice practices.
4. Assist with Family Group process in individual schools.
5. Monitor student attendance and follow-up with home visit or phone conference when absenteeism is excessive or problematic, or when deemed appropriate.
6. Conduct parent interviews for new students that are eligible for the STAR program and Family Group Model.
7. Work to identify eligible EACS students to participate in the Family Group Model and Restorative Justice.
8. Provide training for the Family Group Specialists.
9. Engage in collaborative efforts in partnership with the public child welfare system and other community organizations.
10. Implement policies and procedures for district wide implementation of Family Group and Restorative Justice.
11. Be directly involved in the community to build relationships for support services for student population.
12. Collect and analyze student behavior data to prepare district report on STAR program, Family Group Model, and Restorative Justice efficacy.
13. Evaluate the Family Group Specialists and report to Turnaround Division Administrator.
14. Report to building principal and Turnaround Division Administrator on a weekly basis.
15. All other duties as assigned by Turnaround Division Administrator.

**East Allen County Schools
Job Description**

Job Title:	Secondary School Teacher	Department:	Building Level
Reports To:	Secondary School Principal	Contract Length:	185 days
FLSA Status:	Exempt	Prepared By:	Peggy J. Rohrbacher
Prepared Date:	June 18, 2008	Approved By:	Dr. Kay Novotny
Approved Date:	August 1, 2007		
Salary Range:	Commensurate with Degree and Teaching Experience		

SUMMARY Teaches secondary school students academic, social, and motor skills in schools within the school district by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Prepares course objectives and outlines for course of study following curriculum guidelines or requirements of state, school district, and individual school. Utilizes a variety of instructional strategies to impart subject matter to students in the class. Analyzes and sorts data regarding student progress to determine instructional needs of individual students. Prepares, administers, and corrects tests, and records results. Plans and assigns lessons, corrects papers, and hears oral presentations. Teaches rules of conduct. Maintains order in classroom to provide student safety and growth. Counsels pupils when adjustment and academic problems arise. Communicates and discusses pupils' academic and behavioral attitudes and achievements with parents. Keeps attendance and grade records as required by the school. Coordinates class field trips and other extracurricular events and activities. Is knowledgeable of and implements school procedures and rules. Other duties may be assigned.

SUPERVISORY RESPONSIBILITIES None

QUALIFICATIONS To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE Bachelors or Masters degree in education with appropriate subject area endorsements from an accredited college or university.

SKILLS Ability to read, analyze, and interpret documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write in a manner that will communicate effectively with students, parents, co-workers, and administrators. Ability to speak clearly, accurately, and effectively when communicating with others. Ability to accurately work with and apply mathematical concepts as needed to complete assigned tasks. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret instructions and deal with abstract and concrete variables.

CERTIFICATES, LICENSES, REGISTRATIONS Valid Indiana teaching license.

PHYSICAL DEMANDS The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

East Allen County Schools reserves the right to modify, interpret, or apply this job description in any way the corporation desires. This job description in no way implies that these are the only duties, including essential duties, to be performed by the employee occupying this position. This job description is not an employment contract, implied or otherwise. The employment relationship remains "at will."

East Allen County Schools

Resumes / Credentials Demonstrating Track Record of Success

Section 1003g Application

Resumé

Britt Magneson

Personal Data

Home Addresses: 54711 Merrifield Dr. 121 South Street
Mishawaka, IN 46545 Harwichport, MA 02646
Home phone: (574) 217-2491
E-Mail: magneson.britt@gmail.com
Cell phone: (574) 217-2491
Health: Excellent
Interests: Family, swimming, biking, herb gardening, reading

Educational Preparation

<u>Degree</u>	<u>University</u>	<u>Major Area</u>
B.A.	Kalamazoo College, Kalamazoo, MI	English
M.S.	Indiana University, South Bend, IN	Educational Leadership
Ph.D.	Purdue University, West Lafayette, IN	Educational Leadership to be completed April 2010

Professional Experience

<u>Dates</u>	<u>Position</u>	<u>Description</u>
2009-present	<u>Executive Director of Student Support</u>	Pre K -12 district 10,000 students, 18 schools, 1,500 staff
	Administrative Responsibilities	
	<ul style="list-style-type: none">○ Manage the English as a Second Language Department<ul style="list-style-type: none">Data analysis of proficiency levels and programming needs, professional development for 14 ESL teachers, technology integration, transforming ESL program in one High School through systemic restructuring○ Manage district alternative education programming<ul style="list-style-type: none">○ 3 Alternative to Expulsion programs, Analyze district data for Alternative Programming redesign to reduce bullying and discipline referrals○ Direct and administer the Title I program: preschool, professional development, and reading/math interventions in four schools: 3 primary, 1 middle school, and 1 high school	

- Manage and direct School Improvement through coordination state accountability with federal 1003 (g) Requirements for one middle school and one high school
- Manage district student services: nurses, guidance counselors, and school safety.
 - Implemented Positive Behavior Support Initiative district wide and Restorative Justice pilot for 4 high schools
- Member of the Superintendent's Cabinet: Implementing District wide restructuring including boundary changes and programming.

2004-2009

Director, Government Funded Programs
South Bend Community Schools
South Bend, IN

Pre-K-12 district
22,000 students, 35 schools,
3,000 staff

Administrative Responsibilities

- Manage the professional development program in eighteen primary centers for 1000+ teachers and non-certified staff.
 - Data analysis, effective literacy and mathematics instruction, formative assessments, technology integration, professional learning communities.
- Established administrative leadership collaborative, providing support for all primary and intermediate school-based administrators on school improvement, NCLB requirements, and using data to improve learning, and effective instruction.
- Manage Title I program with an annual budget of 11 million.
- Developed and implement district wide technology based reading and mathematics assessment protocol utilizing handheld PDA's (Wireless Generation and Acuity), online reporting and data analysis.

2005-2009

Director of Summer Explorer Schools
South Bend Community Schools
South Bend, IN

K - 5
2000 students, 5 schools
80 teachers, 240 instructional assistants

Administrative Responsibilities

- Manage the overall instructional program for 5 schools.

- Manage and oversee student selection process and scheduling and teacher selection.
- Conduct professional development for all staff.
- Manage the writing of innovative curriculum and enrichment instructional plans.
- Coordinate transportation and oversee maintenance of buildings and food service.

2001-2004

Director, Professional Development
South Bend Community Schools
South Bend, IN

Pre K-12 district
22,000 students
35 schools

Administrative Responsibilities

- Managed district wide curriculum implementation and created program of staff development for 18 primary centers, for 1000+ teachers, serving 7,000 students aligned to Academic Standards.
- Established focused Title I programming.
- Developed Early Childhood Program at Lafayette Primary Center.
- Coordinated the system wide Compass Learning software alignment to standards. Trained 1000+ teachers to implement Compass Learning.

2000-2001

Curriculum Leader,
Curriculum Writing Project
South Bend Community Schools
South Bend, IN

Special assignment for the district

Administrative Responsibilities

- Developed as part of a writing team of 14 exemplary teachers kindergarten through grade twelve curriculum guides in language arts and mathematics with technology software integration aligned with Academic Standards.

1999-2000

Teacher, Team Leader
Hamilton Alternative School
South Bend, IN

Grades 7 & 8
35 students
4 staff

Administrative Responsibilities

- Scheduled classes for students, implemented student led conferences, advisory class, and managed all aspects of student needs: parental involvement, extended learning.

1991-1999	<u>English & Reading Teacher</u> Navarre Middle School South Bend, IN	Grades 7 & 8 174 students 6 staff
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Administrative Responsibilities

- Scheduled classes for students, implemented student led conferences, advisory program, and managed all aspects of student needs: parental involvement, after school programming.
- Administered Reading Collaboration Project, Indiana University and South Bend Schools.

1989-1991	<u>Teacher, Team Leader</u> Dickinson Middle School South Bend, IN	Grade 7 & 8 165 students 4 staff
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Administrative Responsibilities

- Scheduled classes for students, implemented student led conferences, advisory program, and managed all aspects of student needs: parental involvement, after school programming.

2000-2002	<u>Adjunct Professor, Remedial Reading</u> Indiana University-South Bend South Bend, IN
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- Served as practitioner-instructor for Remedial Reading Class in the Elementary Teacher Preparation Cohort group at Indiana University-South Bend.

1994-1996	<u>Adjunct Professor, Reading Methods</u> Indiana University-South Bend South Bend, IN
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- Served as practitioner- instructor for Reading Methods Class in the Elementary Teacher Cohort at Indiana University-South Bend.

1979-1980	<u>English Teacher</u> Dickinson Middle School South Bend, IN	9 th grade
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- Served as 9th grade English teacher. Taught all levels of English including Basic and Honors/Advanced Classes.

Additional Professional Experience

- Manage the process for meeting NCLB requirements of Title I: Choice options, Supplemental Services, and School Improvement issues.
- Present Division of Instruction updates to the Board of School Trustees at regularly scheduled meetings.
- Hire, evaluate, and terminate both certified and non-certified personnel.

Major Achievements

Administrative

- Managed the implementation of a district wide new curriculum for 1500 teachers in mathematics and language arts.
- Provided leadership to the magnet programs for Fine Arts, Traditional Model, Montessori, and Early Childhood Schools through the SBCSC Magnet Grant Task Force. Managed the writing of a federal magnet school assistance grant. After receiving the grant, developed and implemented the magnet grant plan which resulted in a Fine Arts Primary Magnet Academy, a Fine Arts Intermediate Magnet Academy, and a Montessori Primary Magnet Academy (pre-school to grade 4).
- Implemented a systemic, long term (full year & summer), and job embedded professional development program district wide, with increased student learning by 24 percentage points, focusing on culturally responsive teaching strategies for thousands of teachers to meet the goals of our strategic plan.
- Improved staff attendance at district wide training from less than 50% to over 90%.
- Served as a member of the school district redistricting team. Restructured grade configuration resulting in Primary Centers K-4; Intermediate Centers, grades 5-8; High Schools, grades 9-12. Provided professional development and curriculum support for the restructuring effort.

Student and Services

Curriculum and Instruction

- Assisted in the directing of the curriculum writing team and subsequently managed the dissemination, professional development, and implementation of the mathematics and language arts guides to all general educators, special educators, and bilingual teachers. Monitored the utilization of the curriculum guides.

- Coordinated the development of a strategic plan to improve student literacy achievement in grades K-9 integrating technology in assessments and instruction.
- Developed and implemented a full day kindergarten program with effective instructional plans in 19 primary centers to meet the goals of the strategic plan
- Developed a Response to Intervention program with Reading Recovery and literacy teachers.
- Developed Professional Learning Communities in all Primary and Intermediated Centers.
- Developed a Kindergarten to Grade 8 student academic instruction plan in 28 schools to meet the goals of our strategic plan.
- Developed and implemented a highly successful summer school program for over 2000 students to meet the strategic plans goals.
- Managed the training and placement of literacy and mathematic coaches in all primary and intermediate schools.
- Established and managed Demonstration Classrooms in the primary centers to provide for best practice professional development.
- Assisted the grant writing team, for a consortium of 12 school districts, in applying for the HeadStart program. After receiving the HeadStart grant, directed a team to develop and implement the HeadStart program in Elkhart and St. Joseph Counties. Monitored the HeadStart program for the South Bend Community School Corporation (SBCSC).
- Established a district Literacy Collaborative with teacher leaders at each grade level to use data to improve learning and instruction, and to expand teacher leadership at each grade level at each school.
- Assisted the strategic plan for the Beginning Teacher Program that provides support to over 100 teachers yearly.

Student Achievement

- Provided the leadership to improve student achievement scores in mathematics and language arts in state mandated and district-wide standardized tests.
- Worked with the Division of Instruction to create a consistent curriculum to compensate for high mobility rate and improve instruction.
- Coordinated the development of a comprehensive intervention program from kindergarten to grade 9 to provide a safety net for students at risk.
- Developed comprehensive family and community literacy program.

Facility and Technology Management

- Assisted the School Board in the defeat of a remonstrance process opposing the construction projects of Monroe Primary Center, Marquette Primary Center, Clay High School, and Washington High School.
- Coordinated the utilization of the district's educational technology resources (hardware and software).
- Worked in conjunction with the Division of Facilities Management, other stakeholders, and architects to develop construction designs for the new Marquette Primary Montessori Academy and Lafayette Early Childhood Center.

Finance

- Manage school and district budgets, which include book fees, supplies, and capital projects.
- Manage and monitor multimillion-dollar grants, including Title I, Title IIA, Title V, and various federal grants.
- Assisted in the development of the budget for the corporation's redistricting plan.
- Participated in long-range budget planning, financial management, and budget reduction procedures.

Professional Activities

Indiana University Educational Leadership Collaborative
American Association of School Administrators - member
Association of Supervision and Curriculum Development
Indiana Principals Leadership Institute
International Reading Association
National Middle School Association
National Association of the Education of Young Children
Reading Success Network

Honors

- Appointed member of National Title I Committee, International Reading Association
- Appointed member of Governor's Commission of Early Learning School Readiness Commission
- Recognized as Corporation Teacher of the Year
- Selected as Navarre Middle School Teacher of the Year
- Selected as Dickinson Middle School Teacher of the Year

Presentations

National Conference: Region VII Comprehensive Center

“Mandate For Change: Systemic Reform Efforts in an Urban School.”

National Conference: Region VII Comprehensive Center

“Mandate For Change: Continued Progress in Systemic Reform Efforts”

National Principals Leadership Institute

Various presentations to local school corporations regarding curriculum guides and alignment to state standards

Community Activities

ALS-TDI Family Fund Raiser

United Way

Literacy Alliance

Holiday Food Drives

Parent Education Summit

Parent University

Marilyn Hissong

9803 Banyan Court ~ Fort Wayne, IN 46835

(260) 627-5373

thissong@comcast.net

(260) 615-8848

Objective

To promote the success of all students and staff by being an educational leader in the areas of curriculum and instruction.

Experience

2009 - 2010 **East Allen County Schools** New Haven, Indiana

- Principal on Reassignment, District Curriculum Writing Project

2008 - 2009 **East Allen County Schools** New Haven, Indiana

- Principal at Hoagland Elementary, K-6 building, 425 students

2002 - 2008 **East Allen County Schools** New Haven, Indiana

- Principal at Highland Terrace Elementary, K-5 building, 543 students
- Facilitator of Balanced Literacy In-Services
- Facilitator of NWEA In-Services
- Evaluates Certified and Classified Staff
- Conducts Instructional Audits
- Pilot site for 4-Sight Benchmark Testing
- Grant Writing
- Supervision of School Discipline
- Manages District Accounts and School Budget
- Data Analysis
- Certified Trainer for "A Framework for Understanding Poverty" (Dr. Ruby Payne's Work)
- Coordinator of Special Education Conferences
- Facilitator of NCA Documentation Reports
- Chairperson for Huntington Catholic School's NCA Visits
- Coordinator of ENL Program at Highland Terrace Elementary
- Served on District Committees: Negotiations Team, Meet and Confer, Report Card, Superintendent's Cabinet, Wellness Committee, and Curriculum Adoptions

1998 - 2002 **East Allen County Schools** New Haven, Indiana

- Principal at Monroeville Elementary, K-6 building, 300 students

1992 - 1998 **East Allen County Schools** New Haven, Indiana

- Classroom Teacher at Village Elementary with Experience in Grades 2 - 5
- Fred Jones' Positive Classroom Discipline and Instruction Trainer
- Varsity and Reserve Girls' Volleyball Coach at Harding High School
- Grade Level Chair
- Supervising Teacher

Education

December 2002	Specialist in Education License Ball State University Muncie, Indiana
June 1998	Indiana Administration License Indiana -Purdue University Fort Wayne, Indiana
1988 - 1992	Elementary Education Teaching License Ball State University Muncie, Indiana Endorsement: Computer Science

Professional Development

- Balanced Literacy Training
- Balanced Math Training
- NWEA Training
- 4-Block Training
- 6+1 Writing Traits
- NCA Committee Chairperson
- Dr. Ruby Payne Training & Recertification Trainer
- C.L.A.S.S. Training
- Fred Jones' Positive Classroom Discipline and Instruction Trainer
- Reading Recovery Conference
- ASCD Member
- ISTEP+ Rubrics and Scoring Trainer
- 4-Sight Benchmark Pilot Coach
- ETS-Pathwise: Danielson Coaching Model
- Response to Intervention (RTI) Model

Recognitions & Awards

- Member of Kappa Delta Pi (Education Honorary)
- Who's Who Award

Natalie A. Drummond

10826 Ashton Dr.
Fort Wayne, IN 46845

Residence: (260) 484-6298
Cell Phone (260) 615-8830

Licensure and Certification

Building Level Administrator License - K-12 – Granted 2006 and renewed in 2008

Teacher License – State of Indiana Professional Teacher License, primary area: Earth Space Science (5-12); Supporting areas: Physical /General Science (5-12).

Indiana State Certified Mentor Teacher – Granted 2005

Education

Indiana University, Post-masters Educational Leadership Licensure Program, 2006, GPA 4.00.

Indiana University, Master of Science in Education in Education Leadership, 2000, GPA 4.00.

James Madison University, Bachelor of Science in Geology, 1990, Cum Laude with Distinction in geology.

Accomplishments

Director of Instructional Support, East Allen County Schools, New Haven.
2007-Present.

- Direct and monitor Title III, NESP, and Refugee instruction and grant entitlements.
- Plan, organize, and provide support to administrators and teachers for district professional development related to English as a Second Language.
- Oversee the selection of curricular resources for the district and the assessment of instructional course fees.
- Conduct classroom evaluations of ESL teachers and Interventionists.
- Coordinate external resources provided to support curriculum and instruction

Professional Development Coordinator, Fort Wayne Community Schools, Fort Wayne.
2006-2007.

- Design, implement, and coordinate Professional Development Activities for Fort Wayne Community Schools.
- Development, coordination, facilitation, and evaluation of FWCS New Teacher Academy monthly meetings for 130 new teachers, research and development of New Teacher Induction. Provide support to new teachers in the classroom setting as well as portfolio development.

- District training, development, and monitoring of a newly implemented Professional Development internet-based tracking system.
- Support FWCS Curriculum Mapping initiative including conducting 2 hour delays for elementary teachers and an implementation inservice for administrative interns.
- Research and Development of Co-Teaching to support Fort Wayne Community School Teachers. Conducted district and school inservices for Co-Teaching and provided follow-up support in the building to the principal and teachers.
- Conducted inservices for *A Framework for Understanding Poverty* for elementary and high school staffs.
- Research and Development of Cultural Proficiency to support school needs.
- Administrator and Coordinator of Fort Wayne Community Schools June Teacher Summer Institute for over 3,000 registrations.
- Learning Walk Team to support Elementary and Disciplinary Literacy.

Earth Space Science Teacher, East Allen County Schools, Paul Harding High School, Fort Wayne, IN. 1994-2006. Also have taught Astronomy as well as Tech Prep Chemistry/Physics.

Leadership:

- Practicum in Administration, 2004.
- Science Department Head, 1997-2006.
- Team Leader for Interdisciplinary Ninth-grade Cluster, 2003-2005.
- Mentored faculty through Indiana State Certified Mentor Program, 2004-2006.
- School Improvement Team -Instrumental in creating the Ninth-grade Cluster and Renaissance Program, assisted in development of teacher accountability policies, 1994-2006.
- Leader in EACS Earth Science Benchmark Test Development, 2003-2006.
- Chair of NCA Sub-committee, 1998.
- Co-chair of the Renaissance Program, 1996-2003.

Science Teacher, astronomy and geology, Milan Area Schools, Milan Adult Education Program, Milan, MI. 1992-1994.

Taught problem solving skills in science through critical reasoning activities. Continued work with socially and economically disadvantaged as well as English as a Second language students.

Earth Science Teacher, Fairfax County Schools, Bryant High School, Alexandria, VA. 1991.

Taught earth science to young adult learners in an alternative program. Developed hands-on lab activities, Earth week program environmental issues. Gained experience with socially and economically disadvantaged as well as English as a Second Language students.

Related Experiences

Professional Consultant, Aha! Process, Inc. Highlands, Texas. 2005-present.
Professional consultant to schools that use the work of Dr. Ruby Payne's *Framework for Understanding Poverty*. Baltimore City Public Schools and Blackford Co. Schools-Worked with science teachers in building relationships with students as well as implementing instructional strategies.

Mentor Teacher, EACS mentor to Indiana University- Purdue University Fort Wayne. 2003-2006.
Assisted, evaluated, and worked with IPFW students in their methods training classes that occurred my classroom. Worked with transition to teaching teachers on instructional planning and student discipline. Participated in IPFW School of Education portfolio evaluation process. Provided peer-reviews for IPFW School of Education facilitated grant programs.

Delegate Leader, People to People Student Ambassador Program. 2002-2005.
Worked as a delegate leader for students from Northern Indiana/Western Ohio. Worked with students and their parents at professional meetings and community service projects, led 2 week trips to England, France, and Hawaii with 4th-6th grade students.

Awards

National Association of Geoscience Teachers, Outstanding Earth Science Teacher Award,
Central Midwest, 2002.
Paul Harding High School Teacher of the Year, 2002.

Additional Presentations

Blackford Co. Schools, *A Framework for Understanding Poverty* for science teachers, 2006-2008.

Baltimore City Public Schools, *A Framework for Understanding Poverty* for science teachers, 2005-2006.

People to People Student Ambassador Program, 2003, Northern Indiana Meeting at Coliseum.

Youth Worker Training Grant Presentation, 2004, Indiana Youth Conference.

Effective Use of School Data, 2001, Indiana Spring Forum.

Implementing the Ninth Grade Cluster, 1999, Indiana Education Conference.

Collaborative Inquiry Examination of a Thematic Unit, 1998, Indiana Spring Forum.

Rose Elaine Fritzinger, M.A., CFRE

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Monroeville, IN 46773

260/446-0100, ext. 3161 (preferred / work telephone)
rfritzinger@eacs.k12.in.us (preferred email address)

Education	Indiana University – Purdue University (Indianapolis, IN)	2001
	<i>Master of Arts, Philanthropic Studies</i>	
	Indiana University – Purdue University (Fort Wayne, IN)	1989
	<i>Bachelor of Arts, History - minors in Anthropology and Psychology</i>	
Work Experience	East Allen County Schools (New Haven, IN)	09/1999-present
	<i>Director of Development (02/2007 to present)</i>	
	<ul style="list-style-type: none"> ■ Grant and allocation management: research, identify, preparation of application, program evaluation and reporting ■ Liaison with local foundations and the Indiana Department of Education to secure support through grants and allocations ■ Responsible for bringing in \$30+ million in grants / allocations since 09/1999 ■ East Allen County Schools Educational Foundation Executive Director (2001+) 	
	East Allen County Schools (New Haven, IN)	
	<i>Director of Community Relations and Development</i>	(09/1999-02/2007)
	<ul style="list-style-type: none"> ■ Grant and allocation management: research, identify, preparation of application, program evaluation and reporting ■ Liaison with foundations and Indiana Department of Education to secure support ■ District's community relations and media representative ■ Director of four district-wide campaigns for approximately 1300 employees: American Heart Association, Arts United, JA Bowl-A-Thon and United Way ■ East Allen County Schools Educational Foundation Executive Director (2001+) 	
	The Lutheran Foundation, Inc. (Fort Wayne, IN)	1996-1999
	<i>Program Assistant</i>	
	<ul style="list-style-type: none"> ■ Assisted in development of Foundation's initial grant-making guidelines ■ Provided consultation for prospective grant applicants ■ Analyzed grant applications for initial content and for completeness ■ Drafted Grant Review Committee's written application evaluations ■ Monitored grantees' progress via communication and database management 	
	Physicians Health Plan of Northern IN (Fort Wayne, IN)	1994-1996
	<i>Executive Assistant to the President & CEO</i>	
	<ul style="list-style-type: none"> ■ Board of Directors liaison: board meeting packet preparation and minutes ■ Organized President/CEO's schedule with executive assistant skills 	
	Benson, Pantello, Morris, James & Logan (Fort Wayne, IN)	1991-1994
	<i>Legal Secretary</i>	
	Indiana University / Purdue University (Fort Wayne, IN)	1990-1991
	<i>Paraprofessional at Helmke Library</i>	

Grant Review Experience	U.S. Department of Education (Arlington, VA)	2010
	Grant Review Panel Monitor Native Hawaiian Education	
	Indiana Department of Education (Indianapolis, IN)	2010
	Grant Review Panelist 21 st Century Community Learning Centers	
	U.S. Department of Education (Washington, D.C.)	2004, 2006, 2007, and 2008
	Grant Review Panel Facilitator Improving Learning Through School Libraries	
	U.S. Department of Education (Washington, D.C.)	2003
	Grant Review Panelist Improving Learning Through School Libraries	
	U.S. Department of Education (Washington, D.C.)	2000
Professional Credentials / Association Membership	Grant Review Panelist 21 st Century Community Learning Centers	
	The Lutheran Foundation (Fort Wayne, Indiana)	1996-1999
	Initial Proposal Review for Program Officers	
	■ <i>Certified Fund Raising Executive (CFRE)</i> , Received CFRE in 2005	
	■ <i>American Grant Writers Association</i> , Member June 2003+	
	■ <i>Assoc. of Fundraising Professionals of Northeast IN (AFP)</i> , Member 2003+	
	■ <i>IN Chapter of the National School Public Relations Assoc.</i> , Member 2002+	
Volunteer Activities	St. Joseph's School (Monroeville, IN)	2002-2006
	Strategic Planning Committee, Chair (2006)	
	Board of Directors, Chair (2003-2005)	
	Board of Directors, Member (2002-2005)	
	Leukemia Society of America (Fort Wayne, IN)	1991-1997
	Advisory Board Member (1996-1997)	
	Celebrity Waiters' Luncheon Chair (1996-1997)	
	General Fundraiser (1991-1997)	

James C. Hendrix, Ph.D.

107 W. Sherwood Terrace
Fort Wayne, Indiana 46807

jhendrix1@verizon.net

(260) 458-9236
Cell: (260) 580-7786

School Administrator

- An experienced school administrator with expertise in developing and implementing programs and services that address student needs, with a proven record of working with diverse student populations.
- Leadership in all aspects of student affairs to improve student success and student retention.
- Demonstrated success of effectively leading change and organizational growth through strategic planning.
- Proficient in collecting, analyzing, evaluating and assessing student data using research-based accountability tools. Proficient in Microsoft Word, Excel, PowerPoint, ACCESS, and Banner software applications.
- Committed to the ***mission of improving student services***, possessing qualities that include integrity, respect for diversity, and the ability to inspire and motivate others, with the following areas of experience:

Student Affairs & Services
Targeted-Assistance Programs
Federally Funded Programs
Student Retention & Satisfaction

Program Development & Implementation
Instructional Leadership
Budget Planning & Management
Supervision & Management

Professional Experience

2006 – Pres. EACS Title I (East Allen County Schools) – Fort Wayne, Indiana

Assistant Director

- Provide leadership in coordinating student retention services with four EACS area schools: Prince Chapman Academy, Meadowbrook, Village, and Southwick elementary schools.
- Supervise five staff members, including the Outreach Case Coordinator, Early Intervention Director, Title I Area Coordinator, Special Education Advocate, and Supplemental Education Services Coordinator, all dedicated to enhancing student success.
- Adhere to employment policies in hiring a diverse staff, including development and performance.
- Promote mission and vision through participation in mentoring students and facilitating involvement of parents in the Indiana Parent Leadership Academy.
- Assist in overseeing and supporting the development and delivery of faith-based initiatives.

1998 – 2006 East Allen County Schools – Fort Wayne, Indiana

Assistant Principal

Village Elementary (2001 – 2006) and ***Village Woods Middle School*** (1998 – 2001)

- Facilitated communication among students, parents, teachers, and staff.
- Addressed issues of student retention, academics, discipline, and grade-level transitions.
- Conducted instructional audits for more than 30 teachers, as well as student achievement audits.

- Participated in PTA general meetings and with the Executive Planning Committee.
- Interacted with principal, teachers, staff, and members on School-Wide Achievement Team.
- Reviewed and revised school policies, handbook provisions, and discipline-management policies.
- Ensured compliance with federally mandated No Child Left Behind Act.
- Implemented recommended research-based accountability tools.
- Facilitated faculty's professional development through instructional audits, teacher portfolio assessments, test results, continuing education course work, and seminars.
- Researched grant opportunities and successfully acquired three educational grants totaling \$302,000.

1993 – 1998 Taylor University – Fort Wayne, Indiana

Associate Registrar and Assistant Professor

- Taught Freshmen Seminar class to acclimate students to a liberal-arts college environment.
- Supervised five office personnel; prepared and administered a \$100,000 budget.
- Initiated the purchase and implementation of the on-line **Banner** computer system.
- Justified, developed, and implemented change of policy for new course offerings.
- Managed course scheduling, classroom, and faculty assignments for fall to summer semesters.
- Evaluated internal and external record transactions using Banner.
- Served as academic adviser for students with undeclared majors.

1992 – 1993 Nyack College – Nyack, New York

Assistant Director, Higher Education Opportunity Program (HEOP)

- Provided a full support retention program for academically and financially disadvantaged students.
- Recruited and selected 50 students per year for participation in program.
- Developed and taught an undergraduate course in history.

1989 – 1992 Southern Illinois University – Carbondale, Illinois

Doctoral Fellow

- Compiled research data on higher education issues, including current trends in student housing, student support services, student retention, and matriculation.
- Served as guest lecturer for higher education graduate research classes.

1983 – 1989 Anderson University – Anderson, Indiana

Associate Director, Career and Employment Services

- Identified on/off campus work opportunities in administering the **Student Employment Program**.
- Taught job-search strategies, résumé writing, application completion, and interviewing skills.
- Assisted international students in securing U.S. student visas; sponsored career fairs.
- Taught semester-long Freshmen Experience course.

Minority Student Adviser

- Provided academic, financial aid, and career counseling to international, minority, and adult students.
- Served as faculty and staff resource; developed and led orientation programs and diversity education.
- Conducted research on student success, retention, and attrition.
- Prepared surveys, compiled data, and presented research findings on student success using *Excel*.
- Attended 12+ conferences/conventions each year to represent and promote college.

Education**Ph.D. in Higher Education Administration (1992)**

Southern Illinois University – Carbondale, Illinois

Dissertation: *The Christian College Consortium: 1971-1991* Adviser: Dr. Jack Graham

M.S. in College Student Personnel**B.S. in Business Administration**

Indiana State University — Terre Haute Indiana

Affiliations

Notre Dame University Alumni Club

Certified Curricula Trainer: *A Framework for Understanding Poverty* by Ruby Payne, Ph.D.

National Association of Student Personnel Administrators

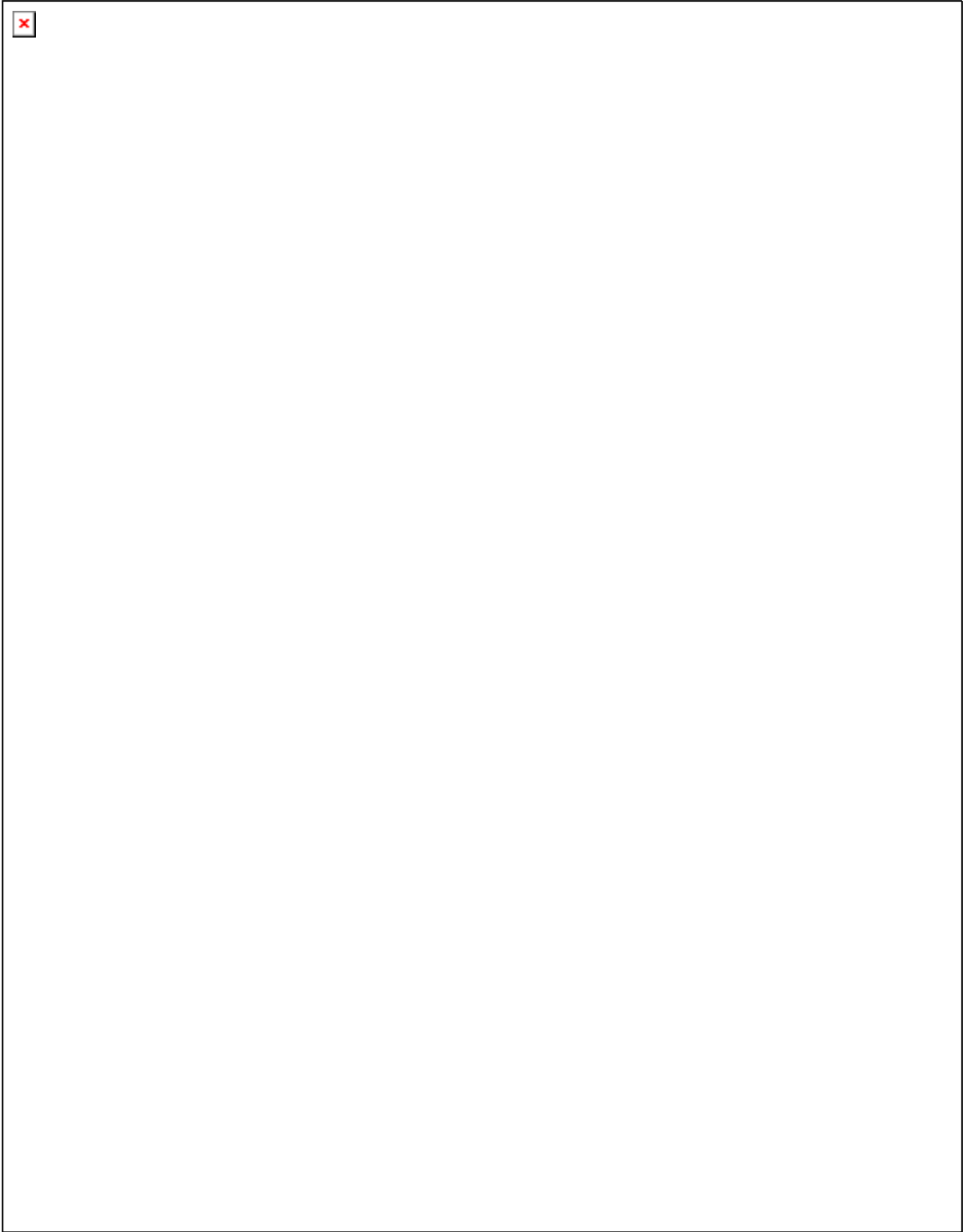
Kappa Delta Pi International Honor Society in Education

Association for Supervision and Curriculum Development

National Association of Student Affairs Professionals

National Urban Alliance

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"Early College High School Initiative." *Early College High School Initiative*. Web. 04 June 2010. <<http://www.earlycolleges.org/overview.html>>.

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Butler, Kevin. "Double Duty: Schools as Community Centers." *District Administration* (2010): 50-58. *District Administration*. District Administration, 2010. Web. 04 June 2010.

<<http://www.districtadministration.com/viewarticle.aspx?articleid=2384>>.

Harris, Laura, and Daniel Princiotta. *Reducing Dropout Rates through Expanded Learning Opportunities*. Issue brief. Washington: NGA Center for Best Practices, 2009. ERIC Document Reproduction Service No. ED507637. *ERIC*. Web. 4 June 2010. <<http://www.eric.ed.gov>>

National Urban Alliance for Effective Education

Cooper, Eric J. "The Effects of Race, Poverty & Equal Opportunity in America, By Eric J. Cooper, President, the National Urban Alliance for Effective Education - Spotlight On Poverty." *Spotlight on Poverty and Opportunity*. 26 Apr. 2010. Web. 07 June 2010.

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Guzzetti, Barbara J. *Literacy for the New Millennium. Volume 4: Adult Literacy. Praeger Perspectives*. Issue brief. Portsmouth: Greenwood Group, 2007. ERIC Document Reproduction Service No. ED498285. *ERIC*. Web. <<http://eric.ed.gov/>>

PBIS research documenting fidelity

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Cohen, R., Kincaid, D., & Childs, K. (in press). Measuring school-wide positive behavior support implementation: Development and validation of the “Benchmarks of Quality.” *Journal of Positive Behavior Interventions*.

Horner, R. H., Todd, A., Lewis-Palmer, T., Irvin, L., Sugai, G., & Boland, J. (2004). The school-wide evaluation tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Intervention* 6(1) 3-12.

Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.

Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. *Journal of Positive Behavioral Interventions* 6, 131-147.

Safran, S. P. (2006). Using the Effective Behavior Supports Survey to guide development of school-wide positive behavior support. *Journal of Positive Behavior Support*, 8, 3-9.

Project Based Learning research documenting proven success

"A Review of Research on Project-Based Learning." Rev. of *Project Based Learning*, by John W. Thomas. *Autodesk*. The Autodesk Foundation, Mar. 2000. Web. May 2010. <<http://www.autodesk.com/foundation>>.

"Does PBL Work? | Project Based Learning." *Buck Institute for Education / Project Based Learning*. Buck Institute for Education. Web. 07 June 2010.
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Elkhart Community Schools Elkhart, Indiana. Issue brief. Englewood: Leadership and Learning Center, 2009. Print. White Paper Series, 1-12

Lake Villa School District 41 Lake Village, Illinois. Issue brief. Englewood: Leadership and Learning Center, 2009. Print. White Paper Series, 1-12

"The Leadership and Learning Center :: - About Us." :: *The Leadership and Learning Center :: - Home*. Web. 07 June 2010. <<http://www.leadandlearn.com/about-us>>.

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DWD: Project Lead the Way (PLTW) Overview." *IN.gov: Home*. State of Indiana. Web. 04 June 2010. <<http://www.in.gov/dwd/2396.htm>>.

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<http://www.doe.in.gov/istep/pdf/ISTEP_Grade3_Math_Blueprint.pdf>.

Superintendent's Mail - March 12, 2010-Project Based Learning Institute." *Indiana Department of Education*. Web. 04 June 2010.
<<http://www.doe.in.gov/super/2010/03-March/031210/cov031210.html>>.

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<<http://www.restorativejustice.org/articlesdb/articles/1864/?searchterm=success>>

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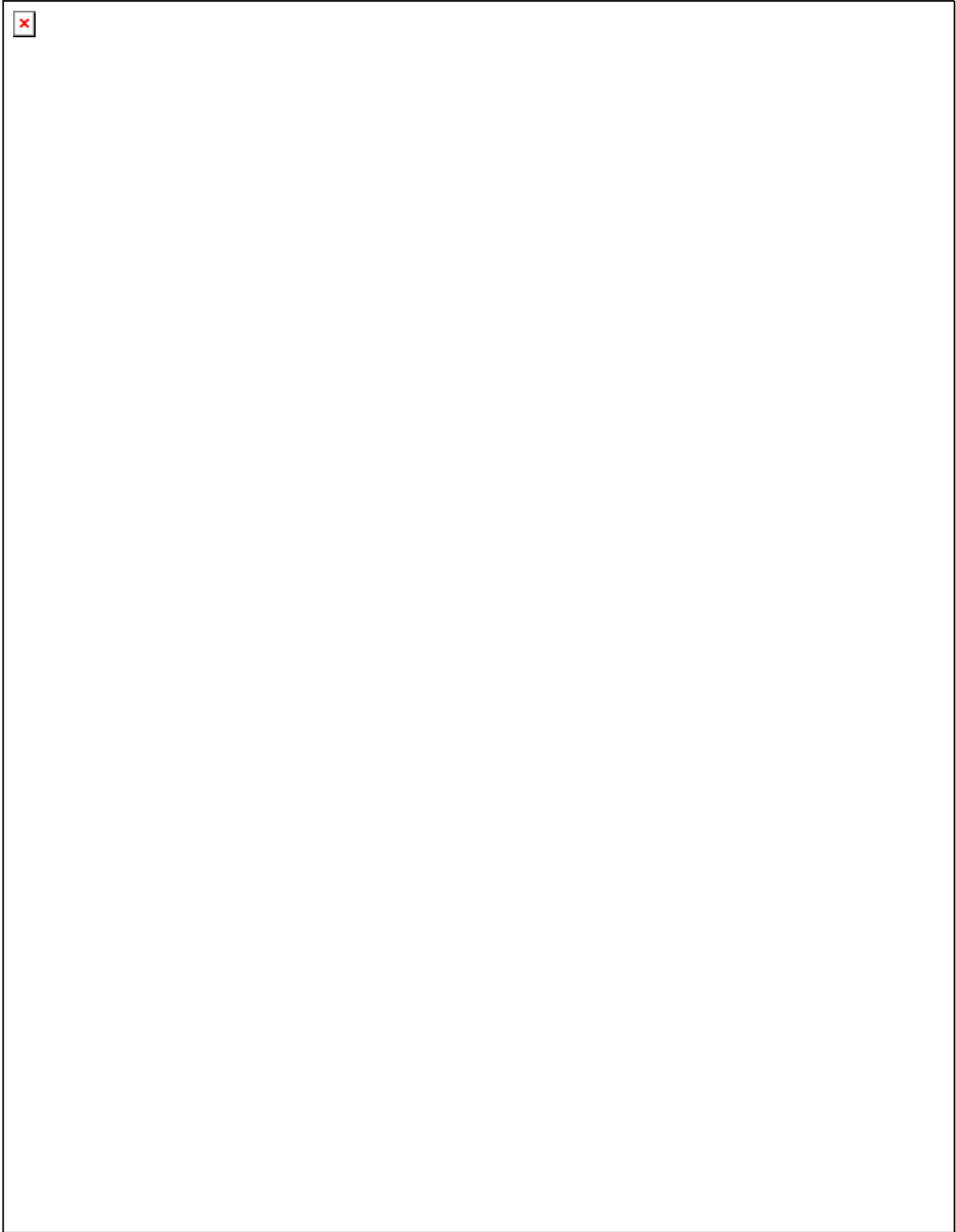
Cornetto, K., Schmitt, L., and Baker, L. (2009) Getting Results for New Teachers in Austin by REACHing Out. *New Teacher's Center Reflections*, 4-6.

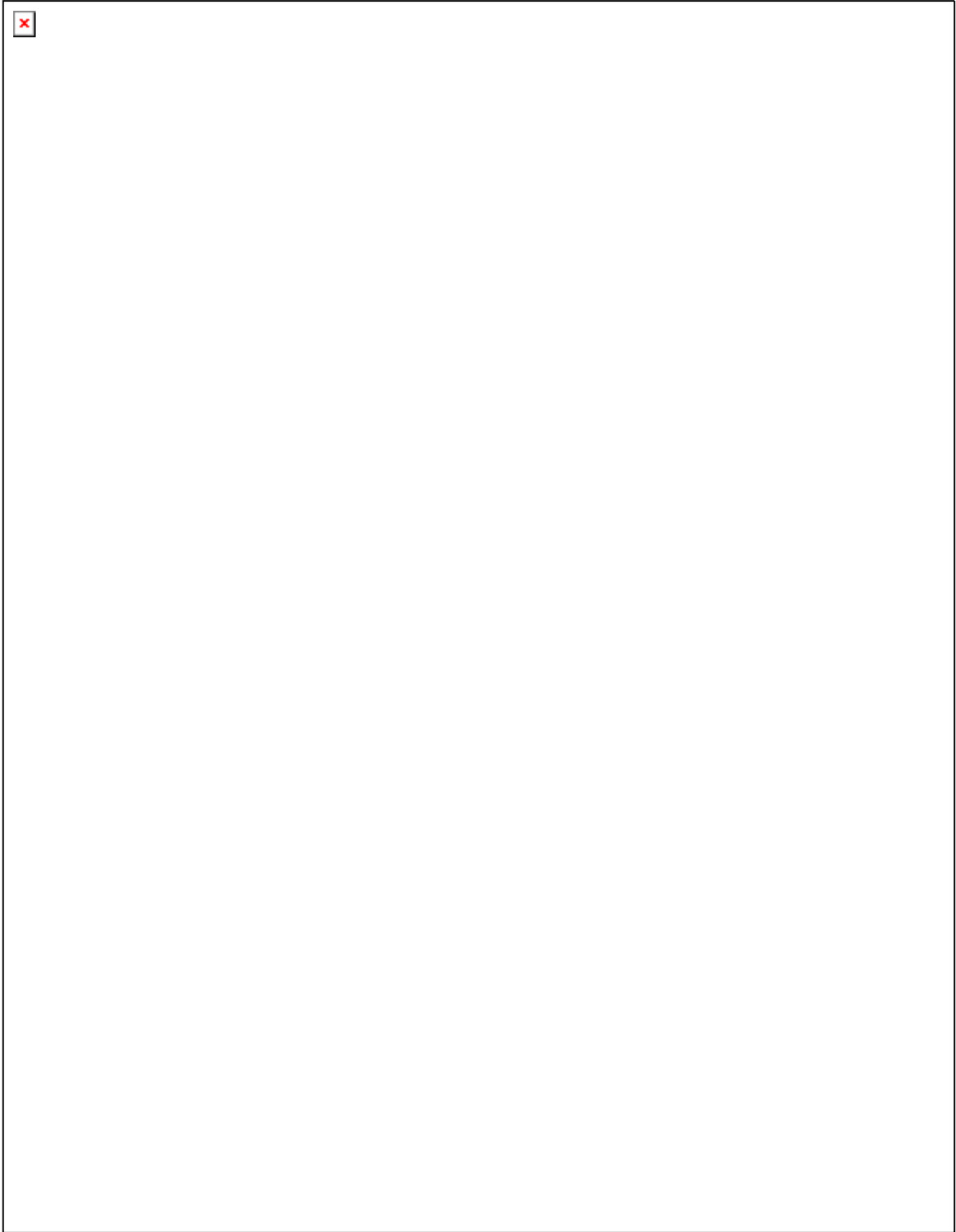
Wiley, Ed, Matthew Gaertner, Eleanor Spindler, and Amy Subert. *Denver ProComp Evaluation: A Mixed-Method Evaluation of Denver's Alternative Teacher Compensation System*. Rep. University of Colorado School of Education ProComp Evaluation Team. Web. 3 June 2010, 1-81.

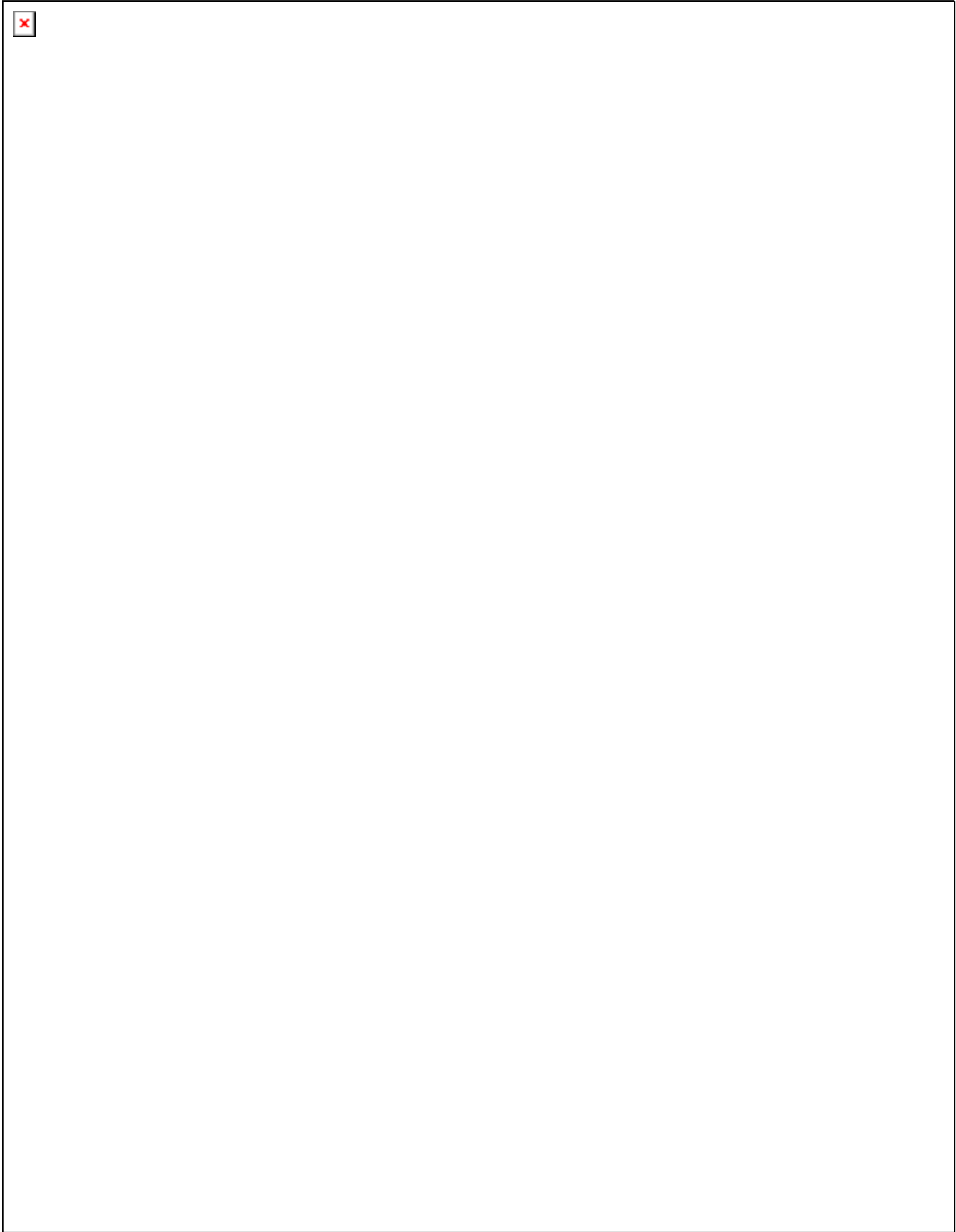
East Allen County Schools

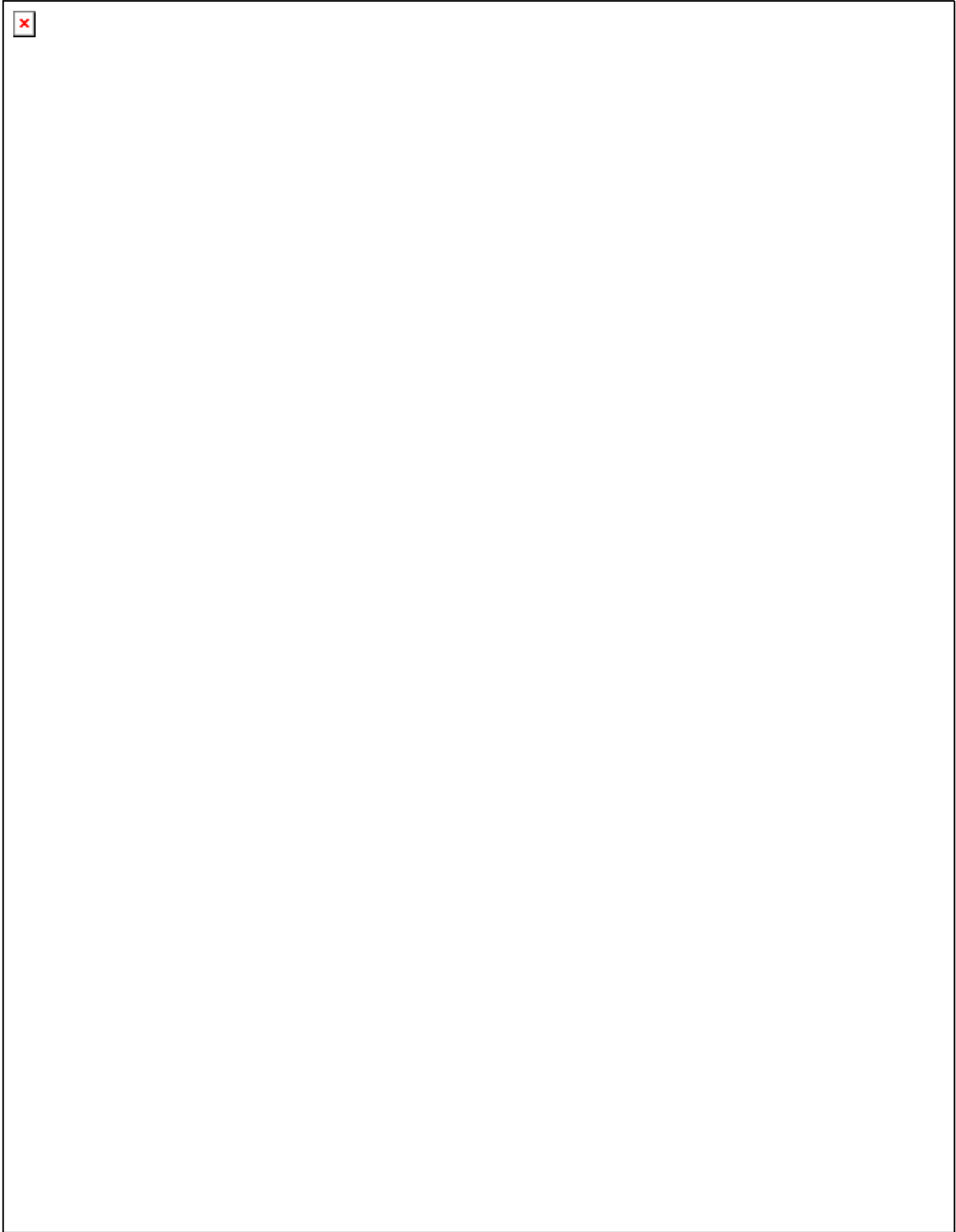
1. District Professional Development Calendar SY2010/11 (Draft)
2. PCA Three-Year PD Timeline
3. Turnaround Division Organizational Chart

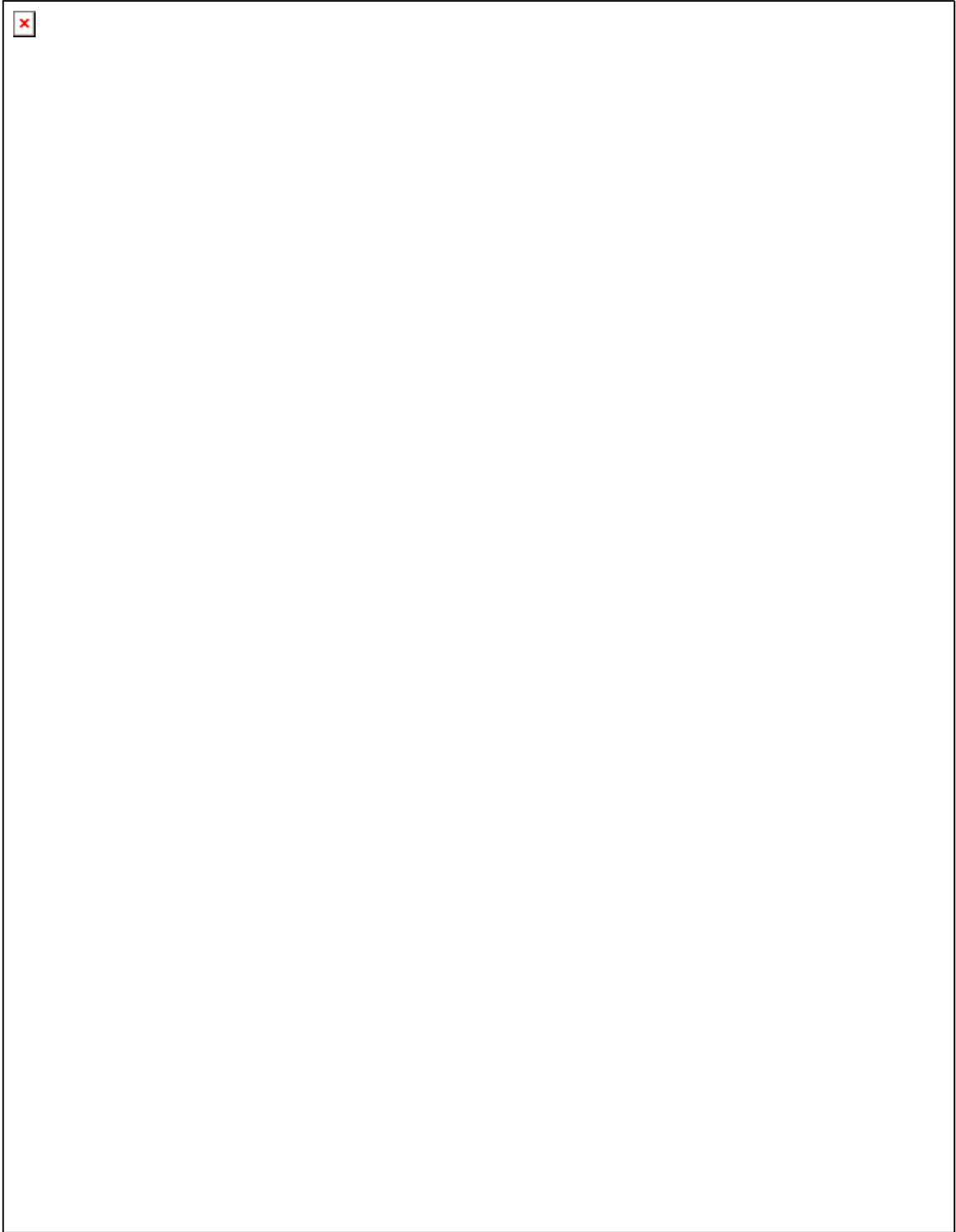
Section 1003g Application

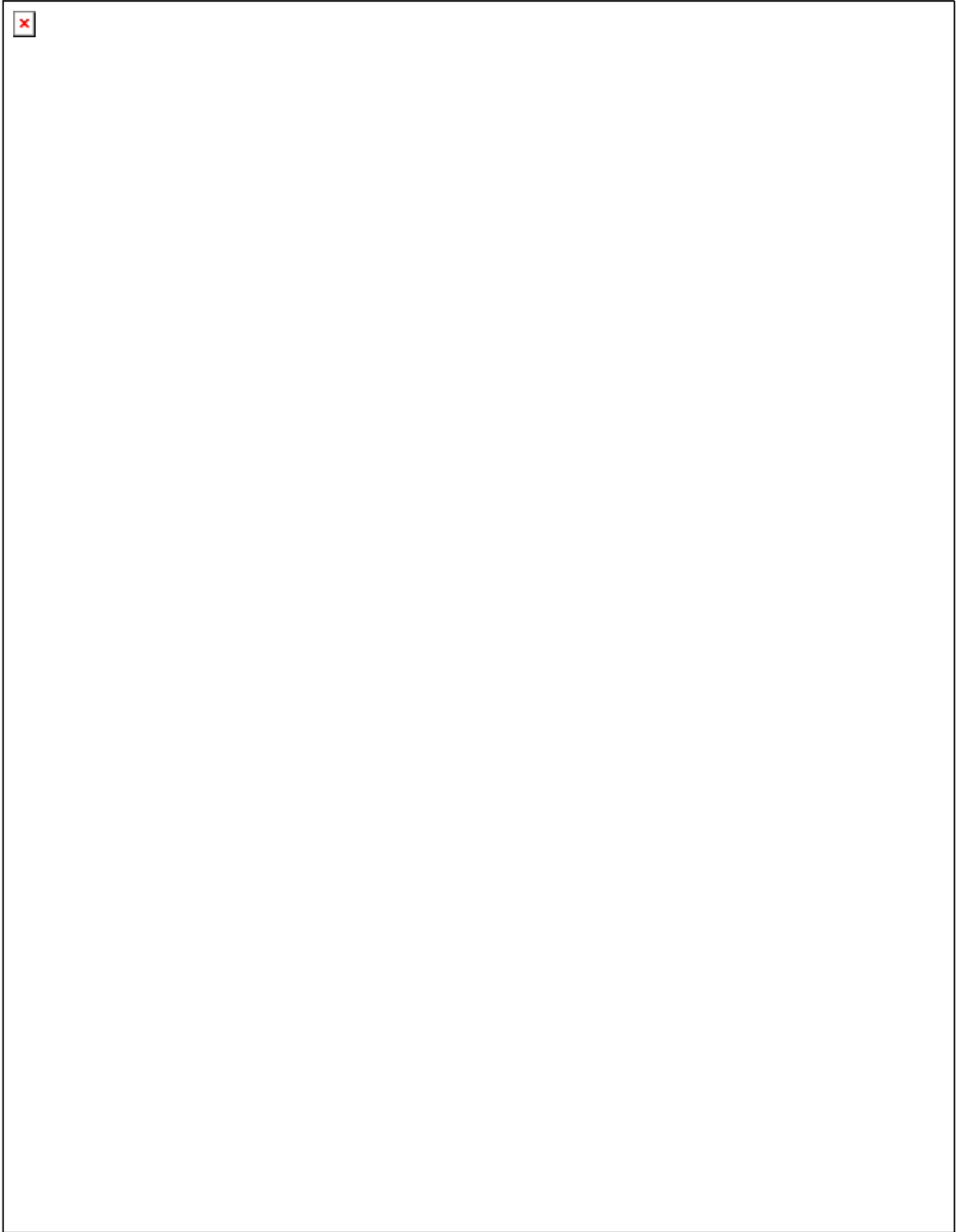


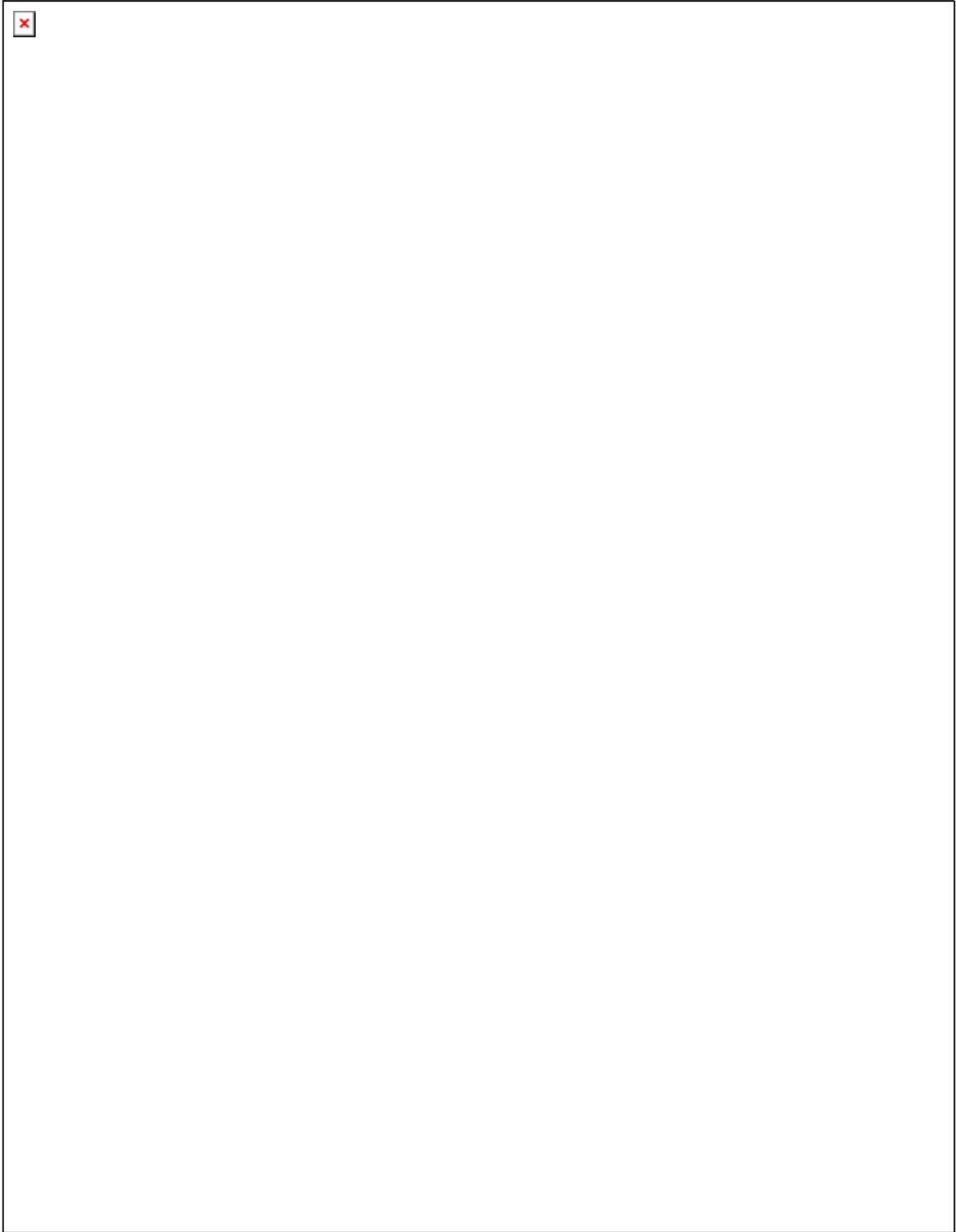


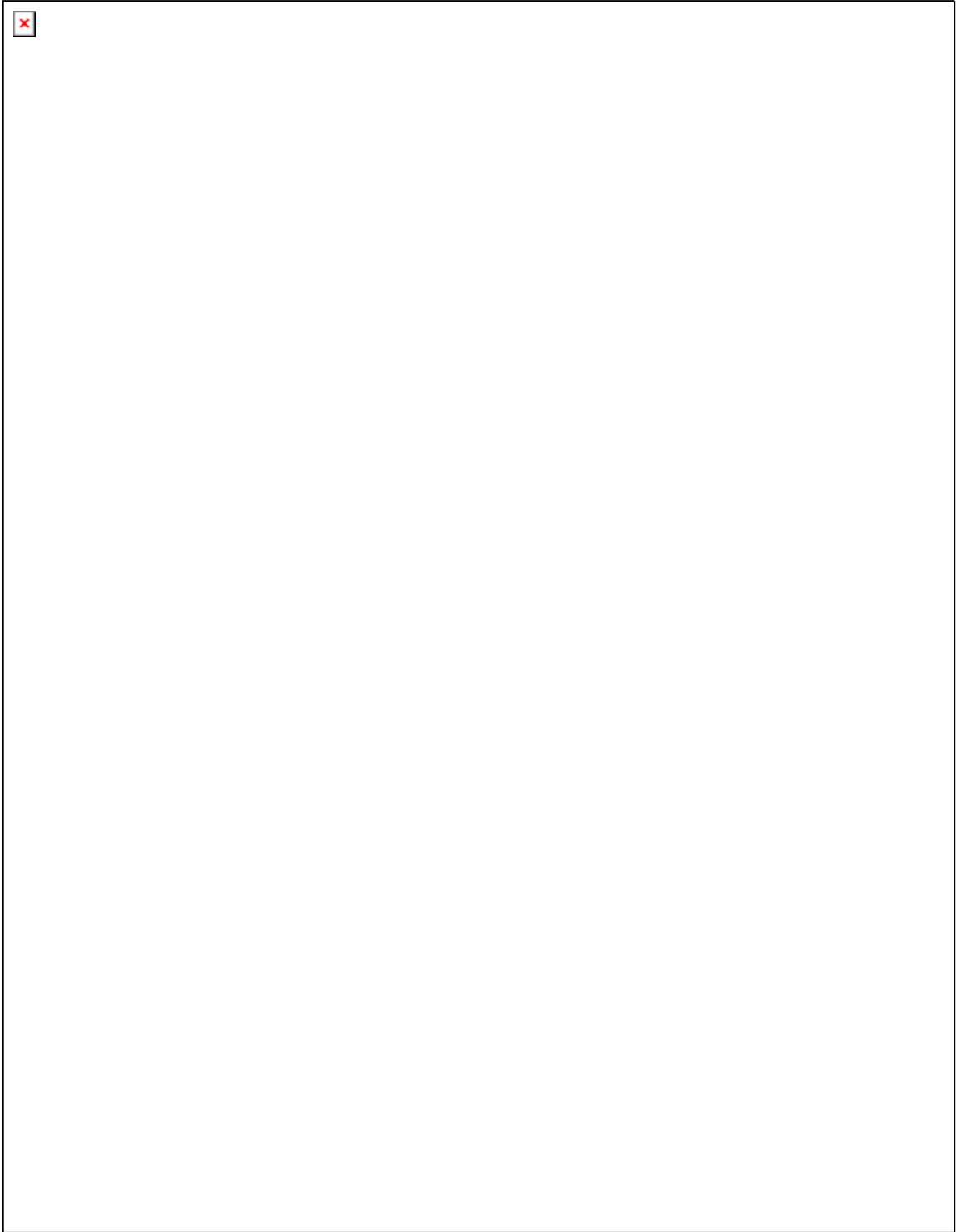


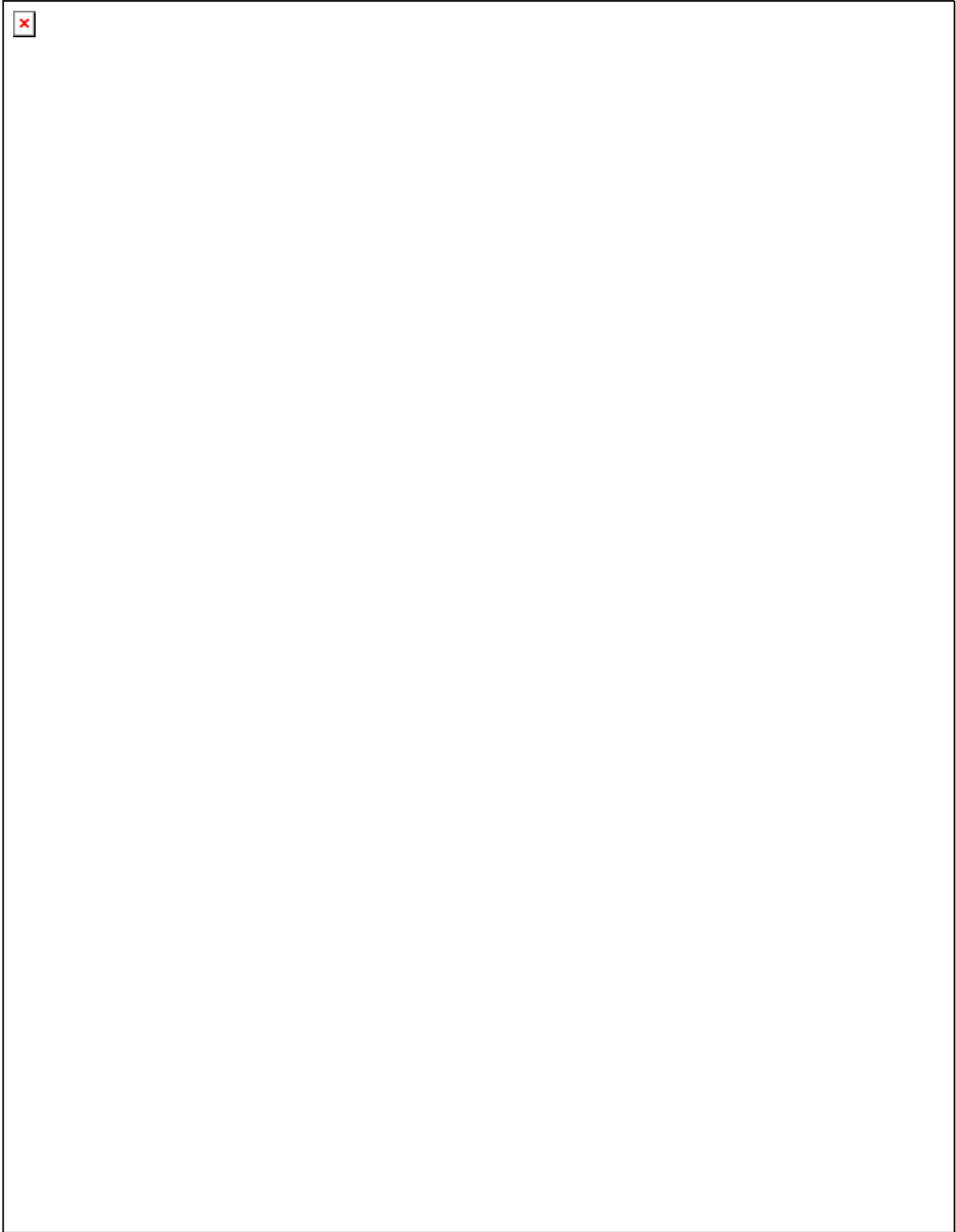


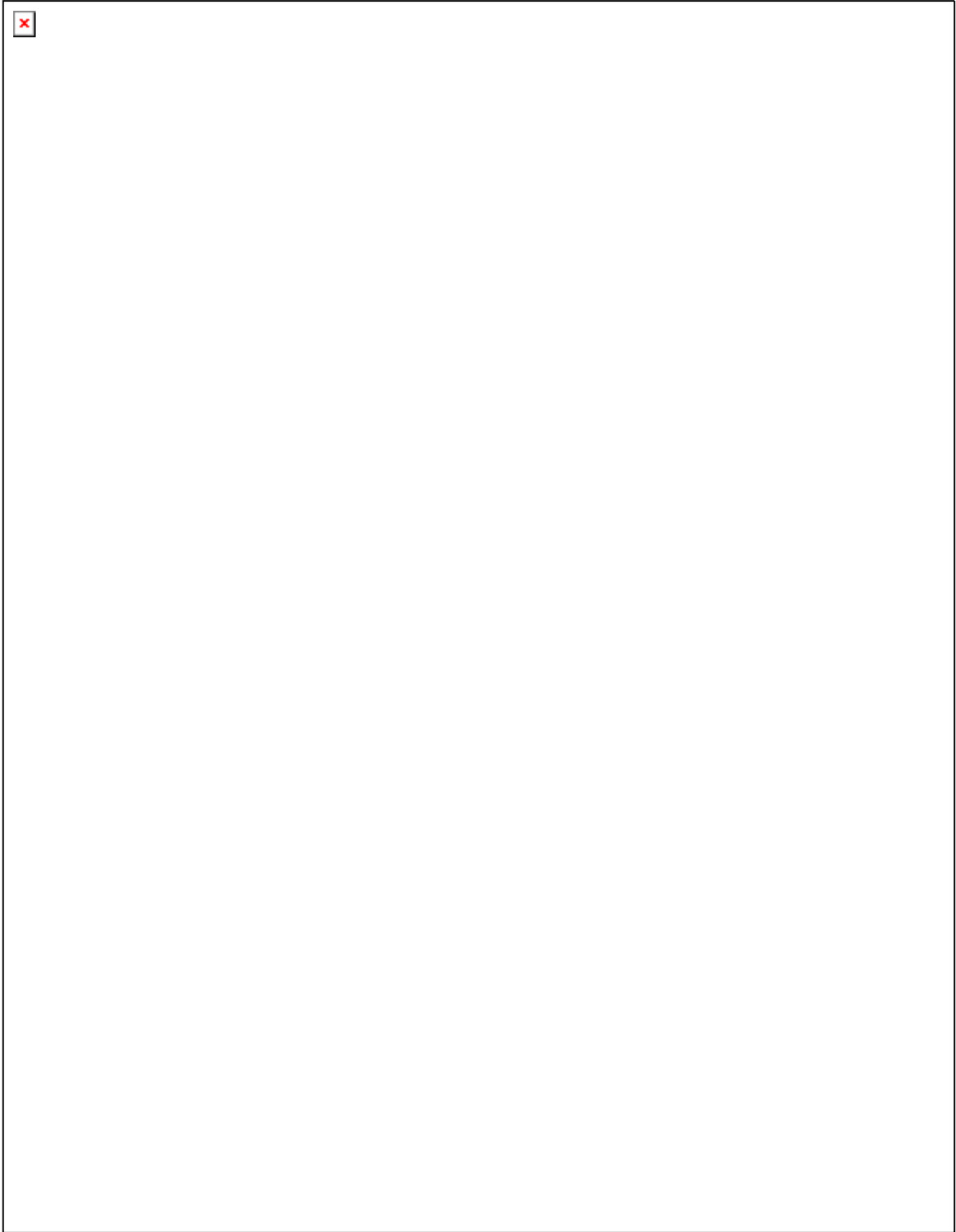


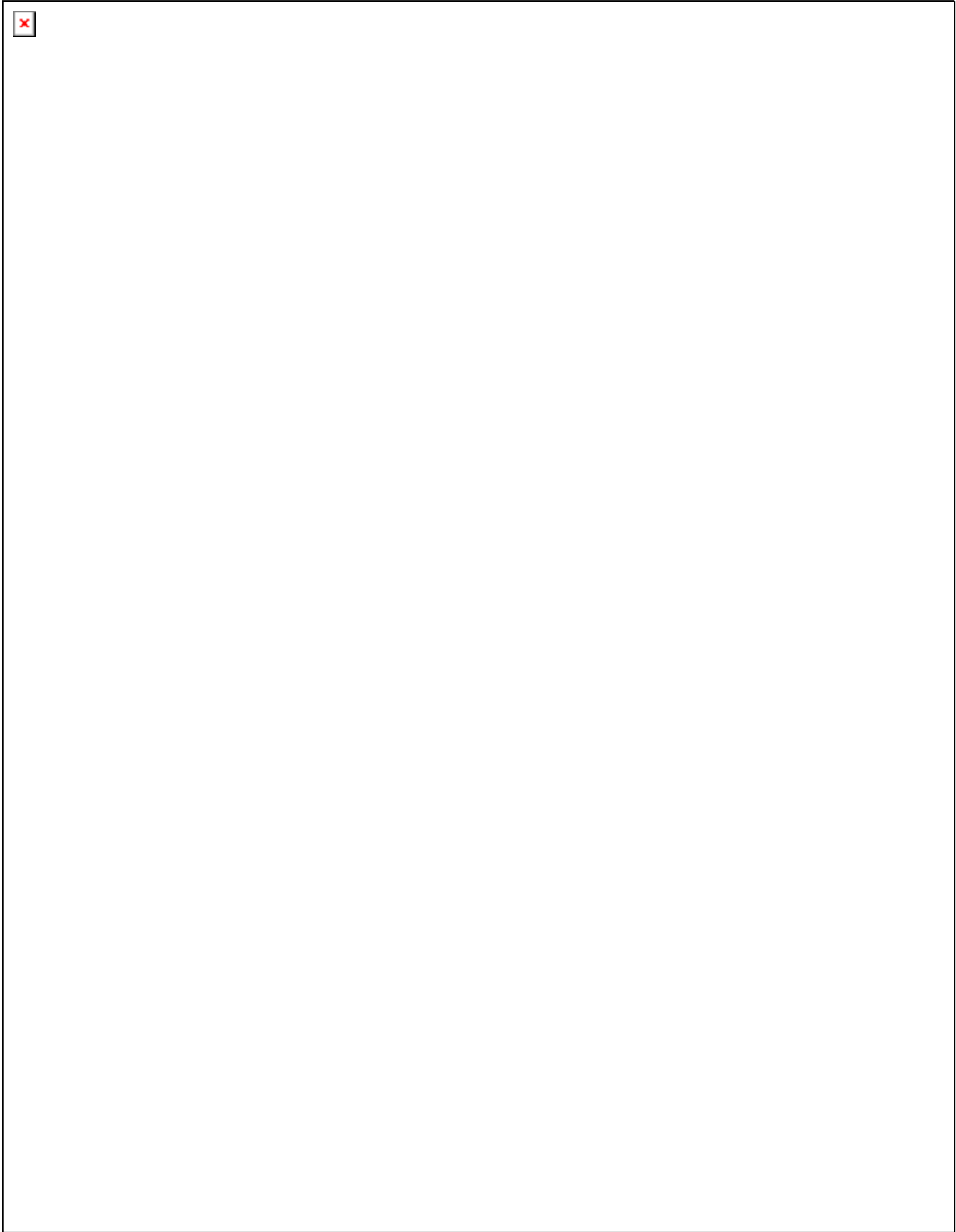


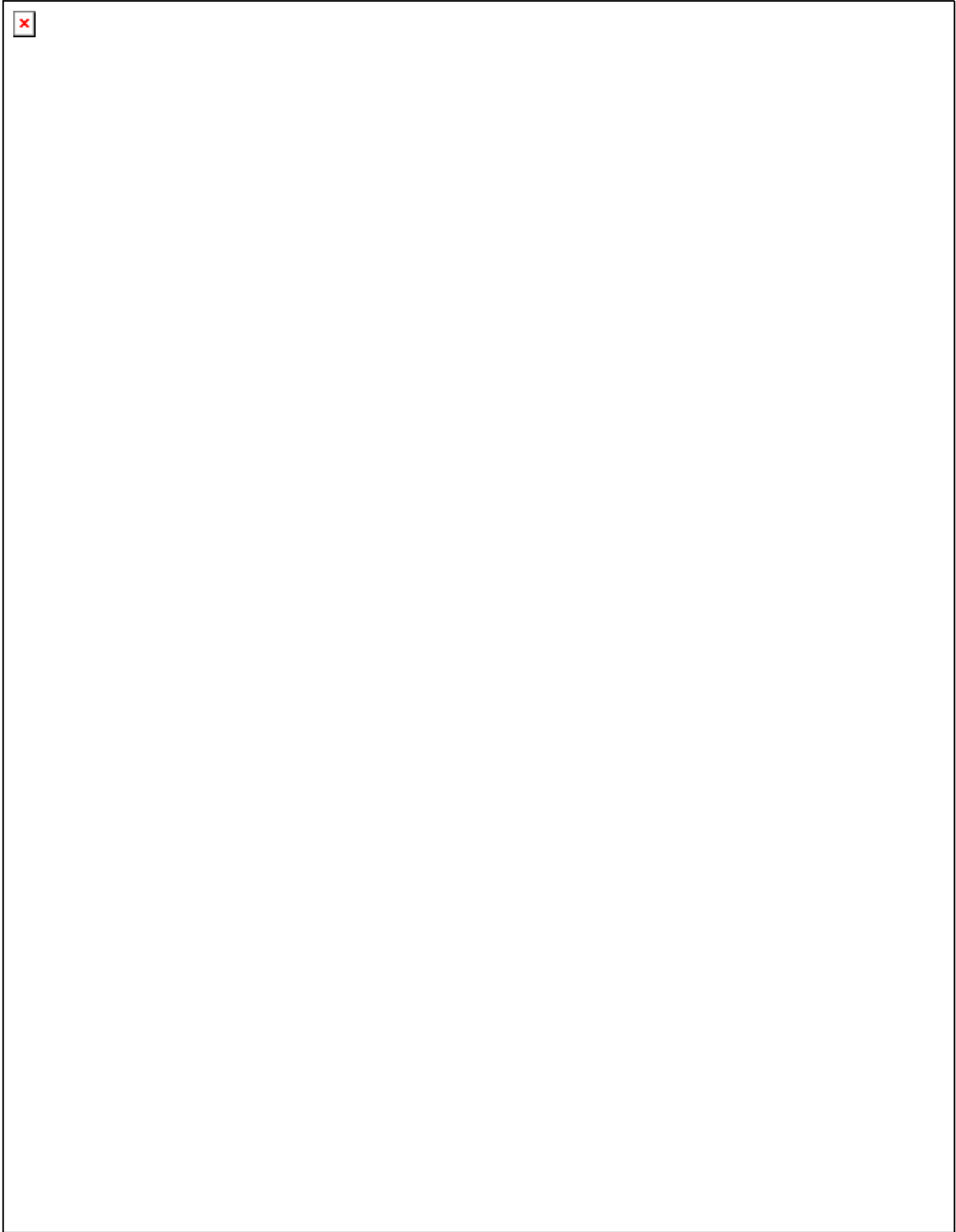


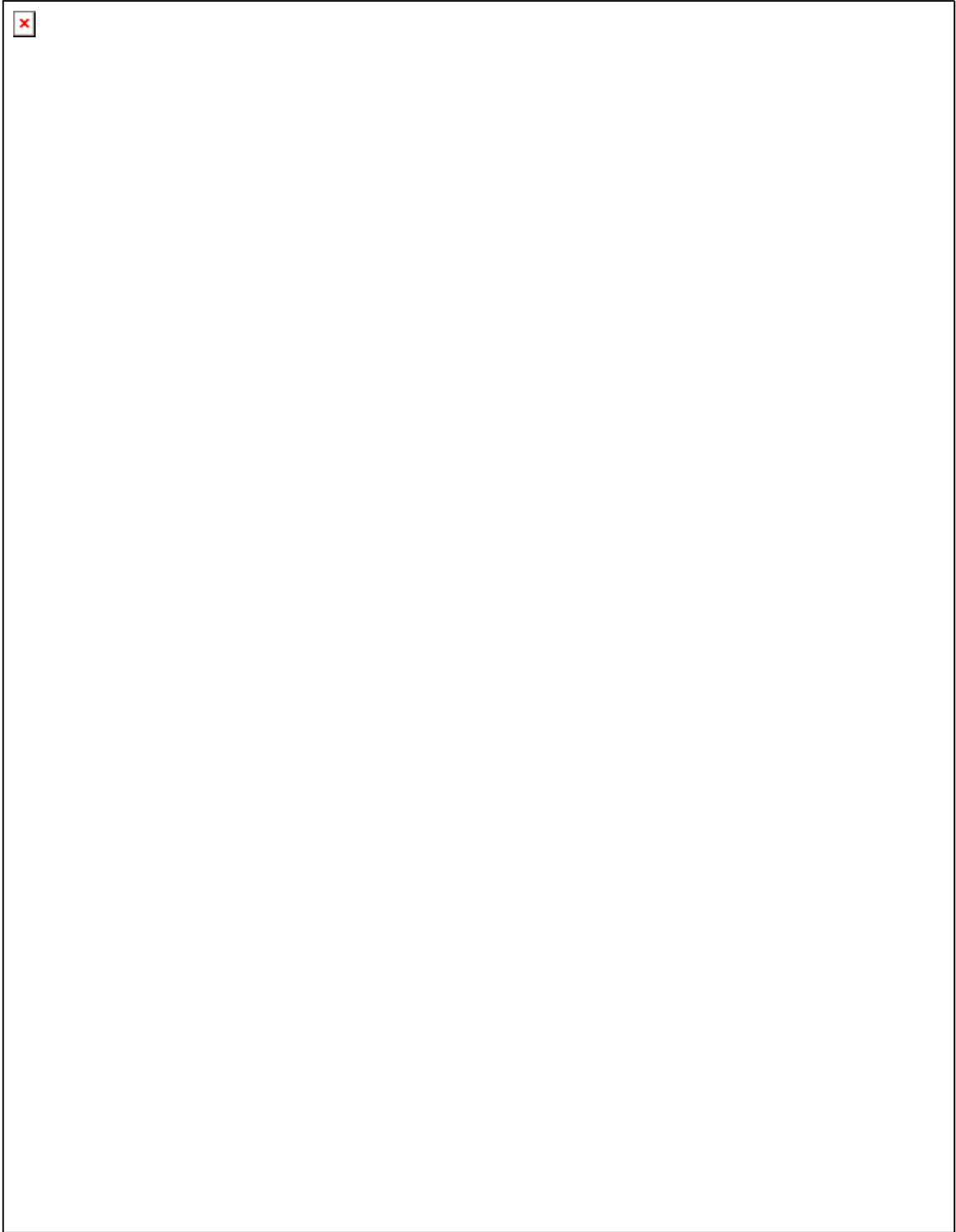






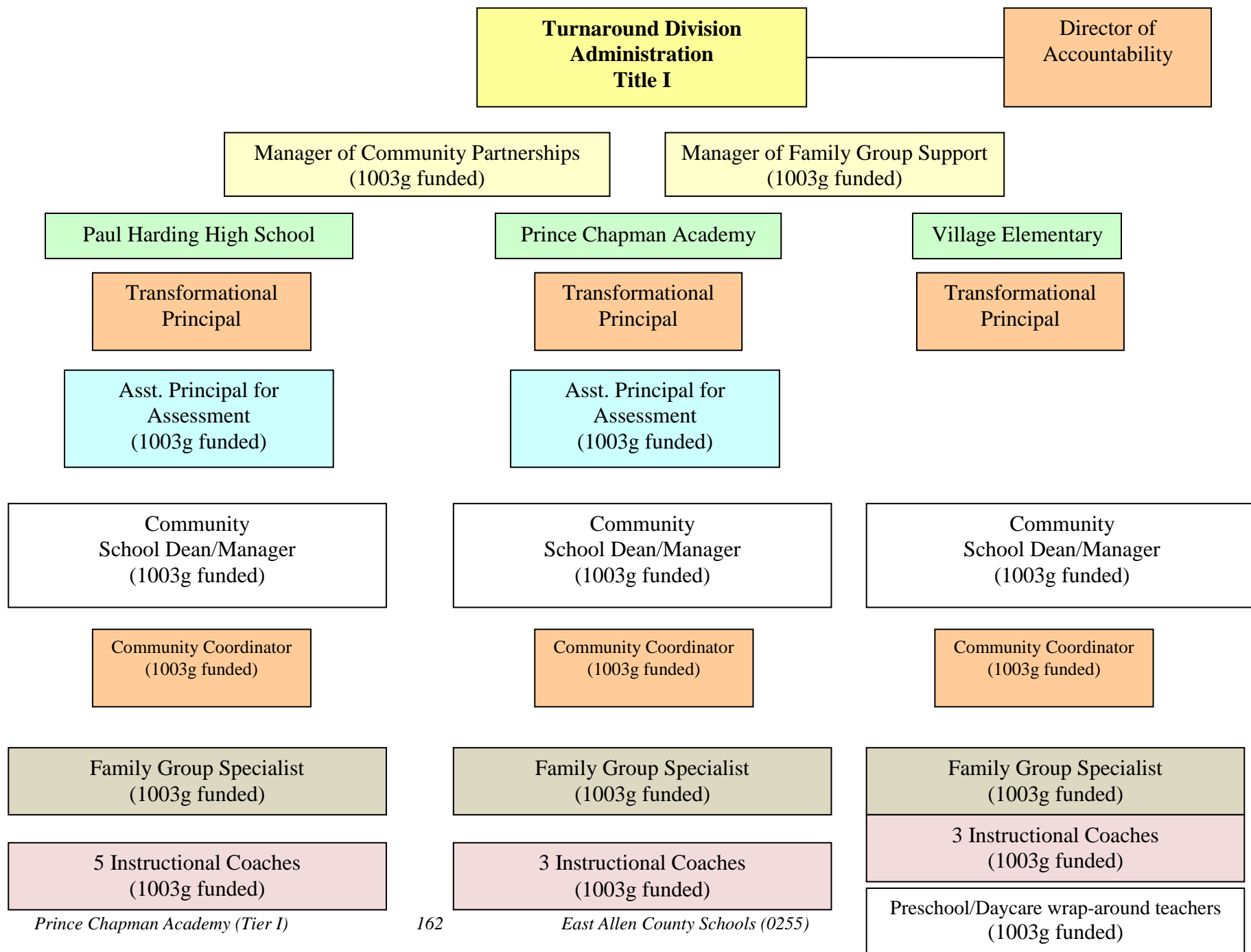






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Prince Chapman Academy PROPOSED THREE-YEAR TIMELINE FOR PROFESSIONAL DEVELOPMENT (Draft)							
	FOCUS AREAS: To Improve School Climate and Culture				To Improve Data Analysis	To strengthen academic core (including ESL)	
	Positive Behavior Intervention Strategies(PBIS)	Restorative Justice and Family Group Decision Making		Advisory Group Training	Leadership and Learning	National Urban Alliance (NUA)	Project-Based Learning
		Family Group training	All Staff				
Summer 2010	All Staff: 2 days	Family Group Support team (2 days)	1 day	1 day	All Staff: 2 days	Instructional Coaches and Principal: 3 days	All Staff 3 days
SY2010-2011	All Staff: Update after-school meetings	Family Group Support team (3 days)		All staff: Update after-school meetings	Instructional Coaches and Assistant Principal 4 days	Instructional Coaches: 3 days	All Staff: 2 days and Update after-school mtgs.
Summer 2011	New Staff 1 day	Family Group Support team (2 days)	1 day	1 day	All Staff: 2 days	Instructional Coaches and Principal: 3 days	New Staff 1 day All Staff: 1 day
SY2011-12	All Staff Update after-school meetings	Family Group Support team (3 days)		All staff: Update after-school meetings	Instructional Coaches and Assistant Principal 4 days	Instructional Coaches: 3 days	Follow up job-embedded Coaching
Summer 2012	New Staff 1 day Refresher All Staff	Family Group Support team (2 days)	1 day	1 day	All Staff: 2 days	Instructional Coaches and Principal: 3 days	New Staff 1 day All Staff: 1 day
SY2012-13	All Staff Update after-school meetings	Family Group support (3 days)		All staff: Update after-school meetings	Instructional Coaches and Assistant Principal 4 days	Instructional Coaches: 3 days	



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